

URBAN/MUNICIPAL

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1995

AGENDA / MINUTES OF
THE MAYOR'S COMMITTEE
AGAINST RACISM AND
DISCRIMINATION

JAN. 1995

**NOTICE OF JOINT MEETING****MAYOR'S ADVISORY COUNCIL/COMMITTEE AGAINST RACISM AND
DISCRIMINATION**

Friday, 1995 January 13
4:15 o'clock p.m.
Room 233, City Hall

URBAN MUNICIPAL

JAN 11 1995

Stella Glover,
Secretary

GOVERNMENT DOCUMENTS

AGENDA:

1. Minutes of Advisory Council Meeting held 1994 November 11
2. Matters Arising
3. Advisory Council Chairperson (no copy)
4. Committee Chairpersons (no copy)
5. Sub-Committee Reports (no copy)
6. Wentworth County Board of Education Draft Antiracism & Ethnocultural
Equity Policy - Group Response
7. Information:
 - a) 1995 Meeting Schedules
 - b) The Lincoln Alexander Award Program
8. Other Business
9. Adjournment

Friday, 1994 November 11
4:15 o'clock p.m.
Room 219, City Hall

The Mayor's Race Relations Advisory Council met.

There were present:

Michael Webber, Chairperson
Sandra Wilson, Vice-Chairperson
Doris Anderson-Nnanami
Ken Balasubramaniam
Ramona Gallagher
Bill de Lisser
Andrew Finlay
Mervyn Jobity
Rhoda Howard
Leslie Pasis
Ken Stone
Mary McKenzie
Marlene Thomas Osbourne
Santokh Pooni
Marc Haas

Also present:

Jan Chorney, R.C.M.P.
Eleanor Rodney, Hamilton-Wentworth Roman Catholic
Separate School Board
Irene Sushko, Hamilton Board of Education
Jayne Munro, Human Resources Centre
Kathi McBride, Human Resources Centre
Fred Loft, CUPE Local 5
Jane Mulkewich, Community Co-ordinator, H.W.R.P.
Stella Glover, Secretary

The Chairperson welcomed everyone to the meeting and suggested that, due to the term of office being extended until the new City Council is in place, a tentative meeting be set for Friday, 1995 January 13 at 4:15 p.m. in Room 233. It was proposed that this be a joint meeting of the Committee and Advisory Council.

(A) MOMENT OF SILENCE

A moment of silence was observed for Remembrance Day. Ken Stone asked that the Council particularly remember Shidane Arone, the sixteen year old boy who passed away recently in Somalia as the result of a beating. Mr. Stone asked that the Advisory Council reflect on whether racism was a factor in this boy's death.

(B) DELEGATION - Mrs. Carmetta Gentles

Mrs. Carmetta Gentles was welcomed to the meeting and gave an update on the situation relating to her son's recent death in Kingston Penitentiary. Mrs. Gentles thanked the people from the Advisory Council who had helped her so far and said that officials from the Honourable Marion Boyd's office, the Attorney General, would be looking into the matter. She asked that people write letters to Marion Boyd's office to request that the matter not simply end in an inquest but that criminal proceedings be initiated if warranted.

Ken Stone proposed that the Mayor be asked to express, on behalf of the Advisory Council and Committee, support for the campaign by Mrs. Gentles to have those responsible for her twenty-three year old son's death at Kingston Penitentiary be made to face charges in a court of law for their actions.

However, concern was expressed that such a letter could appear to be an attempt to interfere with justice and Mr. Stones motion was voted upon and lost.

At the suggestion of Rhoda Howard, the Advisory Council agreed to express support for Mrs. Gentles, and that the Mayor's Race Relations Committee be asked to express its extreme concern about the death of Robert Gentles, and its desire that his death be investigated and that criminal charges, if warranted, be laid.

The Chairperson thanked Mrs. Gentles for taking the time to speak to the Advisory Council and assured her of its compassion and support.

The Vice-Chairperson, Sandra Wilson, encouraged members to express their concerns privately in any way which they considered appropriate.

1. MINUTES OF MEETING

The minutes of meeting held 1994 September 9 were adopted as presented.

2. MATTERS ARISING

(a) Genocide in Sri Lanka

The Advisory Council discussed whether time should be spent on issues outside Hamilton. Due to time constraints, it was agreed that the foregoing matter be tabled for a future meeting.

Ken Balasubramaniam apologized to members who felt he was taking time away from Hamilton issues. He stated that the purpose of bringing this matter to the Advisory Council's attention was so that it may be informed.

The Vice-Chairperson said that she felt the Council should have time to listen and learn from other areas as it did not live in a vacuum.

The Chairperson agreed that it was part of the Advisory Council's mandate to be an information gathering body and thanked Mr. Balasubramaniam for providing this information.

(b) Labelling by Media

Jane Mulkewich referred to requests which her office had receive from police officers for guidance on appropriate terminology.

Discussion ensued and the Council agreed that this matter be tabled until a future meeting, at which time more time and preparation may be devoted to the issue.

3. CHAIRPERSON'S REPORT

The Chairperson asked members to review the Membership Policy Guidelines in preparation for the next term. It was noted that notices would be placed in the newspapers at which time members wishing to sit on the Committee or Advisory Council would have the opportunity to re-apply. The Secretary is to notify members when this notice is to appear.

4. SUB-COMMITTEE REPORTS

(a) Membership Sub-Committee

Santokh Pooni reported for the Membership Sub-Committee and noted that the name change would take effect with the new term of Council. Mr. Pooni advised that the next meeting of the Membership Sub-Committee would be held on Wednesday, 1994 November 23 at 4:30 p.m. in Room 233 at which time the Membership Guidelines would be reviewed. He invited members to attend to provide input and it was agreed that anyone who was unable to attend and wished to send a written submission should do so by November 18 in order that this may be distributed together with submissions already received prior to the meeting.

(b) Media Sub-Committee

Marc Haas circulated copies of the report entitled "CHML Talk Shows: Patterns of Prejudice" and advised that this would be sent to the C.R.T.C. He thanked the people who were instrumental in preparing this report, in particular Rhoda Howard.

Santokh Pooni commended Marc Haas and the members of the Media Sub-Committee on the hard work which they had put into the preparation of this report. He said this matter had been the subject of discussion for years and had finally been acted upon. At this point the Advisory Council gave a round of applause to Marc Haas and the Media Sub-Committee.

(c) Awards Evening Ad Hoc Committee

Marlene Thomas Osbourne thanked members of the Awards Evening Planning Committee for their work which had culminated in a successful evening. Photos of the evening were circulated.

5. OTHER BUSINESS

(a) Community Discussion - Legal Rights and Services

The Advisory Council was advised of a forthcoming day seminar with regard to making legal services available. The seminar will be held on Saturday, 1994 December 10 from 9:00 a.m. - 3:00 p.m. at the Rotary Self Help Centre, 255 West Avenue North, Hamilton. One hundred people will be able to attend, but pre-registration will be necessary.

(b) Rob Gentles

Ken Stone referred to the recent discussion regarding Rob Gentles and submitted a letter which he proposed be sent to the Attorney General, the Honourable Marion Boyd.

After considerable discussion the Advisory Council agreed that a letter be sent to the Honourable Marion Boyd encouraging the Minister to take over the prosecution of the prison guards in order that Mrs. Gentles not bear the financial and emotional burden of such a case and also that the matter not rest with an inquest but that justice be seen to be done.

Mr. Stone pointed out that a decision would be made by the Attorney General on December 2 with regard to action in this matter and it was therefore important that letters be submitted before this date.

Rhoda Howard proposed, and the Advisory Council agreed, that her earlier motion in this matter be amended to include that the Committee express by letter to Attorney General Marion Boyd before December 2, 1994 its extreme concern about the death of Robert Gentles and its desire that his death be fully investigated, and that criminal charges, if warranted, be laid.

The Advisory Council agreed that both the letters be submitted to the Mayor's Race Relations Committee for consideration.

Leslie Pasis suggested that a petition be circulated in this regard. However, it was noted that the Rob Gentles Action Committee already had a petition and the Advisory Council agreed that those who wished to sign this petition should do so.

6. ADJOURNMENT

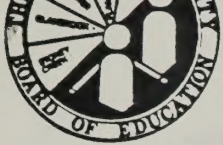
There being no further business, the meeting then adjourned.

Taken as read and approved.

Michael Webber
Chairperson
Mayor's Race Relations Advisory Council

Sandra Wilson
Vice-Chairperson
Mayor's Race Relations Advisory Council

Stella Glover
Secretary
Mayor's Race Relations Advisory Council



ANTIRACISM AND ETHNOCULTURAL EQUITY

It is the policy of The Wentworth County Board of Education to support the elimination of racism in all its forms, to affirm support for and adherence to the principles of racial and ethnocultural equity as embodied in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Employment Equity Act, and to promote programs, services and activities which will create and sustain harmony and an ethnoculturally equitable climate amongst staff, students and community.

ADMINISTRATIVE REGULATIONS:

1. **Board Policies, Guidelines and Practices:**

The Wentworth County Board of Education shall not tolerate systemic discrimination and shall actively demonstrate its commitment to the principles of antiracism and ethnocultural equity in its policy statements, guidelines, operations and practices.

2. **Leadership:**

The Wentworth Board of Education shall provide leadership at board, administrative and all staff levels to identify systemic inequities and barriers, to remove all forms of racism and to promote ethnocultural equity.

3. **Community Relations:**

The Wentworth County Board of Education is committed to taking action to ensure the active participation of racial and ethnocultural groups in the development and realization of equitable educational policies, practices and outcomes. Constructive, open dialogue and partnerships with parents and community groups shall be developed and maintained on an ongoing basis.

4. **Curriculum:**

The Wentworth County Board of Education shall ensure that its curriculum, learning materials and school practices reflect antiracism, promote racial harmony and the appreciation of cultural diversity.

5. **Student Languages:**
The Wentworth County Board of education shall provide all students with the opportunity to acquire competence in one of Canada's official languages. Students who have a first language other than English or French shall be encouraged to add to their linguistic repertoire and shall not be perceived as deficient in language.
6. **Student Assessment, Placement and Programming:**
The Wentworth County Board of Education shall provide bias-free assessment, placement and programming for students of all races, creeds, and ethnocultural backgrounds to meet their educational needs and to maximize their learning potential.
7. **Counselling and Guidance:**
The Wentworth County Board of Education shall provide counselling and guidance practices and services which reflect the principles of antiracism and ethnocultural equity. This includes services provided by guidance counsellors, social workers, speech/language pathologists and consultants/coordinators.
8. **Harassment:**
The Wentworth County Board of Education in adherence to the Ontario Human Rights Code shall ensure that every individual in and having involvement with the school system has the right to freedom from harassment because of race and ethnocultural background.
9. **Employment Practices:**
The Wentworth County Board of Education shall ensure fair and equitable treatment of all racial and ethnocultural groups through employment practices that do not discriminate directly, indirectly or systemically.
10. **Staff Development:**
The Wentworth County Board of Education shall provide the resources and training, facilitated by experienced and knowledgeable personnel, to assist all trustees and school board staff to acquire the knowledge, skills, attitudes and behaviours to identify and eliminate racial and ethnocultural bias and discrimination.
11. This policy shall be implemented in accordance with the Antiracism and Ethnocultural Equity Guideline/Handbook.

THE ANTIRACISM AND ETHNOCULTURAL

EQUITY POLICY HANDBOOK

DRAFT

BOARD POLICIES, GUIDELINES AND PRACTICES

- 1.0 The Wentworth County Board of Education shall not tolerate systemic discrimination and shall actively demonstrate its commitment to the principles of antiracism and ethnocultural equity in its policy statements, guidelines, operations and practices.

GUIDELINES:

- 1.1 All existing and new board policies, guidelines, operations and procedures will clearly articulate the Board's commitment to principles of antiracism and ethnocultural equity.
- 1.2 Racial and ethnocultural biases in board policies, guidelines and day-to-day practices shall be eliminated.
- 1.3 The Board shall establish effective monitoring and evaluation mechanisms for measuring progress towards antiracism and ethnocultural equity and to ensure that all facets of this policy and its administrative regulations are implemented.
- 1.4 The Board shall ensure that this policy and its administrative regulations have been communicated to all staff and students and are made available to all parents/guardians and individuals in and having involvement in the school system.

LEADERSHIP

- 2.0 The Wentworth Board of Education shall provide leadership at board, administrative and all staff levels to identify systemic inequities and barriers, to remove all forms of racism and to promote ethnocultural equity.

GUIDELINES:

- 2.1 Leadership initiatives shall raise the awareness and sensitivity of trustees, administrators and staff to the issues of racism and their effect on a school system.
- 2.2 Leadership initiatives shall assist trustees, administrators and staff to develop the knowledge, skills, attitudes and behaviours needed to implement antiracism and ethnocultural policies in the school system.
- 2.3 The Board shall incorporate and monitor antiracism and ethnocultural equity principles and objectives into annual plans and year end reports..
- 2.4 The Board shall identify expected outcomes for those responsible for Board and school implementation of this policy. These outcomes would form part of the performance appraisal of all staff.
- 2.5 The Board shall ensure that board policies and program initiatives are consistent with the aims of antiracism and ethnocultural equity.

COMMUNITY RELATIONS

- 3.0 The Wentworth County Board of Education is committed to taking action to ensure the active participation of racial and ethnocultural groups in the development and realization of equitable educational policies, practices and outcomes. Constructive, open dialogue and partnerships with parents and community groups shall be developed and maintained on an ongoing basis.

GUIDELINES:

- 3.1 The Board shall communicate in a culturally sensitive manner, and may utilize the language understood by those in the community to whom its communications are directed.
- 3.2 The Board shall recognize its responsibility to identify and involve Aboriginal and racial and ethnocultural community members within its jurisdiction. It shall work to provide equal educational and professional opportunities within the system and to assess the effectiveness of community consultation and partnership involvement.
- 3.3 The Board shall actively solicit contributions from students, parents and ethnocultural community members in planning activities and programs for schools. At the school level this would include a consultation process around issues based on religion, race or ethnocultural concerns, especially those where discrimination may arise. Diverse community groups shall be requested to identify spokespersons.
- 3.4 The Board shall ensure that community representatives, from racial and ethnocultural backgrounds and organizations, are actively involved in the development, implementation, monitoring, evaluation and review of the Board's Antiracism and Ethnocultural Equity Policy.

CURRICULUM

- 4.0 The Wentworth County Board of Education shall ensure that its curriculum, learning materials and school practices reflect antiracism, promote racial harmony and the appreciation of cultural diversity.

GUIDELINES:

- 4.1 The Board shall ensure that all elements in the process of curriculum review, development and implementation are consistent with antiracism and ethnocultural equity objectives.
- 4.2 The Board shall ensure that all curriculum is developed and modified to reflect the realities of a culturally and racially diverse society. Learning experiences shall in an equitable and appropriate way
- . reflect the presence, influence and contributions of peoples of various races, creeds, and cultural groups;
 - . acknowledge the diversity of peoples of different races, creeds, and cultures as part of Canada's identity;
 - . ensure that diverse cultures, customs, lifestyles, traditions and racial identities are presented and affirmed ;
 - . enable students to develop responsible attitudes and positive behaviours towards peoples of diverse races, creeds and cultures.
- 4.3 The Board shall examine all existing curriculum structures and policies to ensure that programs and learning materials are free from bias and discriminatory barriers.
- 4.4 The Board shall provide training for teachers in order to help them identify biased materials and to use them constructively to develop students' critical thinking skills about racism.
- 4.5 The Board shall ensure that all areas of curriculum development, implementation, and evaluation reflect the diversity of staff, students, parents, and community members. Curriculum committees charged with any of the tasks required to accomplish these objectives shall be as representative as possible of the diversity of staff, students, parents and the community.

STUDENT LANGUAGES

- 5.0 The Wentworth County Board of Education shall provide all students with the opportunity to acquire competence in one of Canada's official languages. Students who have a first language other than English or French shall be encouraged to add to their linguistic repertoire and shall not be perceived as deficient in language.

GUIDELINES:

- 5.1 The Board shall ensure that curriculum programs and activities respect and affirm students' first languages in order that students perceive that their first language is valued by the school community.
- 5.2 The Board shall ensure that all students have the opportunity to achieve an appropriate level of literacy in at least one official language.
- 5.3 The Board shall provide appropriate support programs to encourage and promote language learning.

STUDENT ASSESSMENT, PLACEMENT AND PROGRAMMING

- 6.0 The Wentworth County Board of Education shall provide bias-free assessment, placement and programming for students of all races, creeds, and ethnocultural backgrounds to meet their educational needs and to maximize their learning potential.

GUIDELINES:

- 6.1 The Board shall make every effort to ensure that appropriate assessment, placement, and programming practices are established so that testing and assessment procedures are free from racial and cultural bias in order to accurately evaluate the skills in question.
- 6.2 The Board shall ensure that students and parents/guardians are informed of the process and procedures of registration, assessment and placement and are involved in placement decisions.
- 6.3 The Board shall ensure that any placement decision remains flexible and subject to reexamination in order to ensure that a student's educational and career opportunity is not limited.

COUNSELLING AND GUIDANCE

- 7.0 The Wentworth County Board of Education shall provide counselling and guidance practices and services which reflect the principles of antiracism and ethnocultural equity. This includes services provided by Board personnel such as teachers, administrators, guidance counsellors, social workers, speech/language pathologists and consultants/coordinators.

GUIDELINES:

- 7.1 The Board shall ensure that guidance and counselling services are free of racial and ethnocultural bias and stereotyping.
- 7.2 The Board shall ensure that guidance staff work with parents, students and the ethnocultural community to identify students' needs for guidance and counselling services, including educational and career support and planning.
- 7.3 The Board shall support education and training opportunities for staff members in order that they may best determine and serve the counselling and guidance needs of a diverse student population.
- 7.4 The Board shall ensure communication strategies are in place to keep parents/guardians and students informed of the students' current educational achievement and progress and their plans for the future.

RACIAL AND ETHNOCULTURAL HARASSMENT

- 8.0 The Wentworth County Board of Education in adherence to the Ontario Human Rights Code shall ensure that every individual in and having involvement with the school system has the right to freedom from harassment because of race and ethnocultural background.

GUIDELINES:

- 8.1 The Board shall ensure that effective procedures are in place for reporting, responding to, and resolving incidents of harassment.
- 8.2 The Board shall ensure that every individual has the right to lodge a complaint of harassment without fear of reprisal or threat of reprisal.
- 8.3 The Board shall ensure that every complaint is investigated in a rigorous but unbiased and confidential manner in order to protect the rights of all individuals.
- 8.4 The Board shall ensure that staff has the training, knowledge, and skills to respond effectively to alleged incidents of harassment.
- 8.5 The Board shall ensure that an effective monitoring system is in place to track all reports of harassment, the responses, and the resolutions to these reports.
- 8.6 The Board shall ensure that these policies and procedures are communicated to all staff and students and made available to parents/guardians and individuals in and having involvement with the school system.

SEE REVISION OF POLICY 9.13

Please express any **PROBLEMS** or **CONCERNS** which your group has with the following sections of the Antiracism and Ethnocultural Equity Policy . Please provide any **SUGGESTIONS** or comments your group has **FOR IMPROVMENT**.

Section 1 Board Policies, Guidelines, and Practices

Section 2 Leadership

Section 3 School-Community Partnership

Section 4 Curriculum

Section 5 Student Languages

Section 6 Student Evaluation, Assessment, and Placement

Section 7 Guidance and Counselling

Section 8 Racial and Ethnocultural Harassment

Section 9 Employment Practices

Section 10 Staff Development

We are currently developing a multi-year **IMPLEMENTATION PLAN** for this new policy. What suggestions do you have for **IDEAS** and **STRATEGIES** to effectively implement our policy?

Section 1 **Board Policies, Guidelines, and Practices**

Section 2 **Leadership**

Section 3 **School-Community Partnership**

Section 4 **Curriculum**

It is necessary to have a copy of the original document in order to be able to make a copy of it.

There is a copy of the original document in the file.

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NOMINATION FORM

Nominee

NAME:

AGE:

ADDRESS:

APT. NO.:

CITY:

PROVINCE:

POSTAL CODE:

TELEPHONE:

STUDENT AWARD

Nominator

NAME:

TITLE:

SCHOOL:

SCHOOL BOARD:

CITY:

PROVINCE:

POSTAL CODE:

SIGNATURE OF NOMINATOR

DATE

COMMUNITY AWARD

Nominator

ORGANIZATION:

ADDRESS:

CITY:

PROVINCE:

POSTAL CODE:

CONTACT NAME FOR THE ORGANIZATION:

TITLE:

TELEPHONE:

SIGNATURE OF NOMINATOR

DATE

Have you submitted the following?

- ☐ Completed nomination form
- ☐ Letter of nomination with appropriate signature
- ☐ Letters of reference (at least 2)
- ☐ Documentation and materials outlining the achievement of the nominee (optional)

SCIENTIFIC METHOD

1. The scientific method is a systematic approach to acquiring knowledge. It involves making observations, formulating hypotheses, and testing these hypotheses through experiments or other means. The goal is to develop a theory that can explain the observed phenomena and make accurate predictions about future observations.

2. The first step in the scientific method is observation. Scientists observe the natural world and identify patterns or phenomena that they want to understand. For example, a biologist might observe that a certain species of bird always builds its nest in a specific type of tree.

3. The second step is formulating a hypothesis. A hypothesis is a statement that can be tested. It is based on the observations and is usually a statement about the relationship between two or more variables. For example, the biologist might hypothesize that the type of tree a bird builds its nest in is related to the bird's survival rate.

4. The third step is testing the hypothesis. This is done through experiments or other means. In the case of the biologist, this might involve observing the survival rates of birds that build nests in different types of trees.

5. The fourth step is analyzing the results. Scientists collect data from their experiments or observations and analyze it to see if it supports or refutes the hypothesis. In the case of the biologist, this might involve comparing the survival rates of birds that build nests in different types of trees.

6. The fifth step is drawing a conclusion. Based on the analysis of the results, scientists draw a conclusion about whether the hypothesis is supported or refuted. In the case of the biologist, this might involve concluding that the type of tree a bird builds its nest in is indeed related to its survival rate.

7. The final step is communicating the results. Scientists share their findings with the scientific community through publications, presentations, or other means. This allows other scientists to evaluate the work and build on it.

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MAYOR'S COMMITTEE AGAINST RACISM AND DISCRIMINATION

MAYOR'S ADVISORY COUNCIL AGAINST RACISM AND DISCRIMINATION

1995

SCHEDULE OF MEETINGS

The Mayor's Committee Against Racism and Discrimination meetings will be held at 4:30 p.m. on the fourth Monday of the month (with the exception of holidays) in Room 219 as follows.

The Advisory Council meetings will be held at 4:15 p.m. on the second Friday of the month (with the exception of holidays) in Room 233 as follows:

<u>Committee</u>	<u>Advisory Council</u>
January 13 (Joint Meeting)	
February 27	February 10
March 27	-
April 24	April 21 (1 week late due to Good Friday)
May 29 (1 week late due to Victoria Day)	-
June 26	June 9
September 18 (1 week early due to Rosh Hashanah)	September 8
October 23	-
November 27	November 10

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THE LINCOLN M. ALEXANDER AWARDS PROGRAM

General Information

The Lincoln M. Alexander Awards Program consists of two annual awards whose aim is to recognize young people who have demonstrated exemplary leadership in eliminating racism. Two young people between the ages of 16 and 25 years of age will receive a cash award of \$2500 each and a framed scroll.

Two types of awards are offered each year: a student award and a community award. The first awards were granted in 1993.

Eligibility

Student Award

Any senior secondary school student attending an accredited provincial secondary school and planning to enter a post-secondary institution as a full-time student who is nominated by her/his school, is eligible for the award.

Community Award

Any resident of Ontario, between the ages of 16 and 25, nominated by a recognized ethnocultural organization or agency that works extensively in the area of anti-racism, is eligible for the award.

Selection Criteria

- A nominee must have made a significant contribution towards eliminating racial prejudice or discrimination.
- The contribution should be sustained and innovative, demonstrating leadership and the promise of long-term improvement or greater public awareness, in the area of anti-racism.

Nomination Process

Nominations must be made in writing and must be based on the criteria outlined above. Nomination packages must include:

- a completed nomination form
- a letter of nomination outlining the reasons for the nomination
- at least 2 letters of reference to support the nomination
- any additional documentation and materials describing the achievement of the nominee (optional).

Completed nomination packages must be forwarded no later than February 1, 1995, to:

The Lincoln M. Alexander Awards
Ministry of Citizenship
Honours and Awards
77 Bloor Street West
15th Floor
Toronto, Ontario
M7A 2R9

Selection Process

A panel of judges, which will include representatives from the Ministries of Education and Training and Citizenship and ethnocultural organizations will consider the nominations, make the decisions and forward the names of the successful recipients of the awards to the Premier for official approval.

Announcement

The awards will be presented at a special event on or close to March 21, 1995, the United Nations Day for the Elimination of Racial Discrimination.

Introduction

The purpose of this study is to investigate the relationship between the variables of interest. The study is designed to provide a comprehensive overview of the current state of research in this field. The research is organized into several sections, each focusing on a specific aspect of the problem. The first section provides a detailed description of the research problem and the objectives of the study. The second section discusses the theoretical background and the conceptual framework of the study. The third section describes the research methodology and the data collection process. The fourth section presents the results of the study, and the fifth section discusses the implications of the findings and the limitations of the study.

The study is organized into several sections, each focusing on a specific aspect of the problem. The first section provides a detailed description of the research problem and the objectives of the study.

The second section discusses the theoretical background and the conceptual framework of the study. The third section describes the research methodology and the data collection process. The fourth section presents the results of the study, and the fifth section discusses the implications of the findings and the limitations of the study.

Methodology

A detailed description of the research problem and the objectives of the study. The study is designed to provide a comprehensive overview of the current state of research in this field. The research is organized into several sections, each focusing on a specific aspect of the problem. The first section provides a detailed description of the research problem and the objectives of the study.

Results

The results of the study are presented in this section. The findings are discussed in detail, and the implications of the results are explored. The study concludes with a summary of the main findings and a discussion of the limitations of the study.

Conclusion

The study concludes with a summary of the main findings and a discussion of the limitations of the study. The findings are discussed in detail, and the implications of the results are explored. The study concludes with a summary of the main findings and a discussion of the limitations of the study.

References

A list of references is provided at the end of the study. The references are organized alphabetically and include a variety of sources, including books, journal articles, and online resources. The references are used to provide context for the study and to support the findings.

Appendix

The appendix contains additional information related to the study, including data tables, figures, and supplementary materials. The appendix is organized into several sections, each containing a different type of information. The appendix is used to provide a more detailed view of the data and to support the findings of the study.

Index

An index is provided at the end of the study to facilitate the location of specific information. The index is organized alphabetically and includes a list of key terms and concepts. The index is used to provide a quick reference to the study and to support the findings.

The study concludes with a summary of the main findings and a discussion of the limitations of the study. The findings are discussed in detail, and the implications of the results are explored. The study concludes with a summary of the main findings and a discussion of the limitations of the study.

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MAYOR'S COMMITTEE AGAINST RACISM AND DISCRIMINATION

URBAN MUNICIPAL

JAN 30 1995

NOTICE OF MEETING

Mayor's Committee Against Racism and Discrimination

Monday, January 30, 1995

4:30 o'clock p.m.

Room 219, City Hall

GOVERNMENT DOCUMENTS

Crystabelle Fobler
Crystabelle Fobler
Secretary

Note: Your attendance is important. If you are unable to attend, please call the Secretary at 546-3993.

AGENDA

1. Approval of Minutes

Minutes of the October 21, 1994 meeting.

2. Matters Arising

3. Employment Equity - (previously tabled)

4. Co-Chairperson's Report (no copy)

5. Sub-Committee Reports (no copy)

6. Correspondence (For Information)

- Ministry of Citizenship - Volunteer Service Awards

7. Other Business

8. Adjournment

RECEIVED

RECEIVED

Monday, 1994 October 24
4:30 o'clock p.m.
Room 219, City Hall

The Mayor's Race Relations Committee met.

There were present: Marlene Thomas Osbourne, Co-Chairperson
Monty Motomura
Marc Haas
Jackie Crerar
Mel Madamba
Geoff Small
Michael Webber
Santokh Pooni

Regrets: Alderman Mary Kiss

Also present: Darryl Hartwick, CHML Radio
John Mentek, Hamilton Spectator
Glen David, United Disabled Consumers
Dennis McIndless, Taxi Advisory Sub-Committee
Sandra Wilson, Mayor's Race Relations Advisory Council
Ken Stone, Mayor's Race Relations Advisory Council
Doreen Johnson, Mayor's Race Relations Advisory Council
Scouter Ward, Anti-Racism Secretariat
Denise Giroux, Committee Against Discrimination in Broadcasting
Joe Oliver, Gay and Lesbian Community
Stella Glover, Secretary

1. MINUTES OF MEETING

- (a) The minutes of meeting held 1994 June 27 were adopted as amended to reflect the fact that an update of the media analysis was provided by Marc Haas.
- (b) The minutes of meeting held 1994 September 26 were adopted as amended to reflect the fact that Joe Oliver and Mary Cahill had been invited to attend the meeting.

2. MATTERS ARISING

(a) Gandhian Paradigm of Power

Jackie Crerar asked for an update from members attending the Gandhian Paradigm of Power at the next meeting of the Mayor's Race Relations Committee.

(b) Sir John A. MacDonald Symposium

The Committee requested that a letter be sent to Ms. Irene Sushko, with a copy to the Director at the Hamilton Board of Education, requesting that visible minorities be included in future panels. A further letter is to be sent to the media requesting better coverage at future symposiums and similar functions.

The Committee agreed that the Media Sub-Committee, on behalf of the Mayor's Race Relations Committee, prepare reports on upcoming events for approval by the Mayor's Office and submission to various media, in order that accurate coverage and information be provided and that parameters be evolved for such reports.

3. TAXI ADVISORY SUB-COMMITTEE

Mr. Dennis McIndless attended on behalf of the Taxi Advisory Sub-Committee and gave an update on the action taken by the Taxi industry in response to the Ad Hoc Sub-Committee on Racism in the Taxi Industry report:

- (a) Specific complaints of racism whereby dispatchers bypass drivers who are non-white - the industry acknowledges the seriousness of this problem and all dispatchers have been advised that this practice will no longer continue.
- (b) Misuse of in car phones whereby dispatchers were passing more lucrative trips to their friends - this practice will no longer continue.
- (c) Written policy to be established and posted in the brokerages - this policy is presently being worked on by the Sub-Committee.
- (d) Taxi driver training programme - the Sub-Committee feels that a major revamp of this programme will be necessary in order to alleviate some of the problems which have been brought to their attention.

Mr. McIndless stated that he was attending the meeting to seek advice and to propose that a member of the Mayor's Race Relations Committee be appointed to sit on the Taxi Advisory Ad Hoc Committee to help deal with these matters, in order to appropriately report before the current term of office expires.

With regard to visible minority representation on the Taxi Advisory Committee, Mr. McIndless stated that the Committee goes through the same selection process as other Committees. Mr. McIndless submitted that the issues were taken very seriously and asked for the Committee's help.

The Committee then asked questions of Mr. McIndless. Scouter Ward pointed out that employees, and those who felt they themselves were being victimized had every right to complain to the Human Rights Commission.

Marlene Thomas Osbourne and Sandra Wilson volunteered to sit on the Ad Hoc Taxi Industry Committee and asked to receive something in writing from the Ad Hoc Committee with regard to parameters.

The Chairperson thanked Mr. McIndless and advised that she and Sandra Wilson looked forward to working with him in the future.

4. CO-CHAIRPERSON'S REPORT

This item was tabled until the next meeting.

5. ADVISORY COUNCIL**(a) and (b)**

These items were tabled until the next meeting.

6. SUB-COMMITTEE REPORTS**(a) Budget Sub-Committee**

Mel Madamba, the Chairperson of the Budget Sub-Committee, presented a budget request for 1995 in the amount of \$12,880., being a 0% increase over the 1994 allocation. She suggested that seminars and training be given to members before they go out into the community. The Public Awareness Sub-Committee is to deal with this matter.

The Committee agreed that the Mayor's Race Relations Committee Budget request for 1995 be \$12,880.

(b) Public Awareness Sub-Committee

Monty Motomura, the Chairperson of the Public Awareness Sub-Committee, advised that a report will be forthcoming after the Annual Awards Evening.

At this point the Committee retired in camera to hear the following Sub-Committee reports:

(c) Mediation Sub-Committee**(d) Membership Sub-Committee****(e) Media Sub-Committee**

At this point the Committee resumed in open session and made the following recommendations with regard to the Media Sub-Committee Report:

- (i) That the Media Sub-Committee Report be accepted.
- (ii) That a letter be sent from the Committee to Katharine Watson commending her on her work in preparing the Media Report.
- (iii) That Katharine Watson be granted approval to make a copy of the material used in the preparation of the Report for teaching purposes, subject to clearance by the Law Office.

(f) Awards Evening Ad Hoc Committee

The Committee agreed that a budget of \$10,000. be approved for the Sixth Annual Awards Evening.

7. ADJOURNMENT

There being no further business, the meeting the adjourned.

Taken as read and approved.

Marlene Thomas Osbourne
Co-Chairperson
Mayor's Race Relations Committee

Stella Glover
Secretary
Mayor's Race Relations Committee

/jt

CITY OF HAMILT

- RECOMMENDATI

3.

DATE: 1994 September 20

REPORT TO: Stella Glover, Secretary,
Mayor's Race Relations Committee

FROM: Stella Glover, Secretary,
Mayor's Race Relations Advisory Coun

SUBJECT: Employment Equity

RECOMMENDATION:

That the Mayor's Race Relations Committee endorse in principle, the need for Mandatory Employment Equity Legislation.

BACKGROUND:

Stella Glover

At its meeting of 1994 September 09 the Mayor's Race Relations Advisory Council was in receipt of a recommendation "That the Mayor's Race Relations Advisory Council endorse in principle, the need for Mandatory Employment Equity."

However, in view of the fact that the Advisory Council role is to advise and make recommendation to the Committee, the Advisory Council agreed, after some discussion, to make the foregoing recommendation to the Mayor's Race Relations Committee.

CONFIDENTIAL

RECOMMENDATION

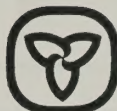
DATE	RECOMMENDER	RECOMMENDATION
10/1/77	John Doe	Recommend for promotion to the rank of Captain.
10/1/77	John Doe	Recommend for promotion to the rank of Captain.
10/1/77	John Doe	Recommend for promotion to the rank of Captain.

RECOMMENDATION

The above named individual is recommended for promotion to the rank of Captain.

RECOMMENDATION

The above named individual is recommended for promotion to the rank of Captain.



Ontario

6.

Ministry of
Citizenship

Ministère des
Affaires civiles

77 Bloor Street West
Toronto, Ontario
M7A 2R9

77 ouest, rue Bloor
Toronto, Ontario
M7A 2R9

January 11, 1995

Dear friends,

The Volunteer Awards program was inaugurated in the Fall of 1984. In the intervening period, over 30,000 individuals were recognized with Volunteer Service Awards (VSAs). Another hundred or so individuals, non-profit organizations and businesses received the highly prized Outstanding Achievement Awards (OAAs).

We feel the success of the program owes an enormous amount to your efforts. In particular, the VSAs indicate that you have created a climate where volunteers thrive and exercise their creativity over a significant period of their lives. You have also been most diligent in recognizing them for their contributions. We compliment you for your role in this process.

It has come to our attention that there are individuals who have not been adequately acknowledged for their length of services. In response to requests and in keeping with the spirit of the tenth anniversary of this program, we are pleased to announce the creation of a 25-year category within the VSAs.

The introduction of this category of award will not affect the nomination procedure. Organizations will still be entitled to submit up to seven VSA nominations in categories of their choice, i.e., two, five, ten, 15 and, beginning in 1995, 25-year category.

We hope this measure will act as a further stimulus to voluntarism and we look forward to receiving your nominations at your convenience.

Yours truly,

Elaine Ziemba
Minister of Citizenship
with responsibility for
Human Rights, Disability Issues,
Seniors' Issues and Race Relations

Anne Swarbrick
Ministry of Culture,
Tourism and Recreation



• THE 1995 VOLUNTEER AWARDS •

How many awards are there?

There are two types of awards:

Volunteer Service Awards and the **Outstanding Achievement Awards**.

How do they differ?

The **Volunteer Service Awards** are presented to individuals (youths and adults) for specified periods of service. Adults are honoured for 5, 10, 15 or 25 consecutive years of service, and youth volunteers (18 years and under) for two or more years of service.

The **Outstanding Achievement Awards** are presented to **INDIVIDUALS, NON-PROFIT ORGANIZATIONS** and **BUSINESSES**. They acknowledge **MAJOR CONTRIBUTIONS TO VOLUNTARISM** ranging from developing a regional theatre to producing an historical record of a region to assuming a leadership and/or fundraising role for a number of separate organizations. They are chosen with the view that they will act as valuable examples or precedents for volunteers throughout the province.

Nomination Process

Non-profit organizations are invited to make nominations for both awards. In addition, the following guidelines apply:

Volunteer Service Awards

Seven names will be accepted from eligible non-profit organizations.

Outstanding Achievement Awards

Non-profit organizations are invited to make submissions in all three categories.

Individuals are invited to nominate non-profit organizations and businesses. Self-nominations are not eligible for consideration.

Separate nomination forms are available for each of these awards.

Additional nomination forms are available through the address shown below or the various field or regional services offices of the Ministry of Citizenship or the Ministry of Culture, Tourism and Recreation whose addresses are also shown here. Completed forms must be postmarked no later than March 1, 1995, and addressed to:

Honours and Awards
Ministry of Citizenship
15th floor, 77 Bloor Street West
Toronto, Ontario M7A 2R9
(416) 314-7526

The following do not serve as a basis for an award:

- membership rather than volunteer service in an organization
- services performed during the normal course of professional or business duties
- services for which volunteers received payment over and above reimbursement for expenses

Who is eligible for these awards?

The awards are offered annually for contributions in the field of voluntarism. They must relate to the mandate of the Ministry of Citizenship or the cultural sector of the Ministry of Culture, Tourism and Recreation. This includes voluntarism within the following areas:

- the arts
- heritage conservation
- public libraries
- community information centres
- newcomer services
- multiculturalism
- service to the aboriginal communities
- race relations
- human rights
- services to Seniors
- service with the disability community

The awards are for volunteer work performed within the Province of Ontario.



Ontario

Ministry of Citizenship
Ministry of Culture,
Tourism and Recreation

Selection Process

Nominations for the Volunteer Service Awards are routinely processed between January and the end of March and acknowledged by letter shortly thereafter.

Nominations for the Outstanding Achievement Awards are reviewed by a ten-member jury appointed by the ministers. Fifteen awards are presented solely on the basis of the jury's recommendations.

What form do the awards take?

The Volunteer Service Awards take the form of pins and personalized certificates in the various denominations.

The Outstanding Achievement Awards are handsomely crafted trophies using precious metals and supported by a maple base. They were specially designed to symbolize the multiple dimensions of voluntarism.

Award Presentations

The Volunteer Service Awards and Outstanding Achievement Awards are presented jointly at a series of ceremonies held throughout the province in the Spring.

Invitations are sent to the two representatives of each nominating organization appearing on the Volunteer Service Award nomination form, each recipient and a guest. A select number of guests are invited to accompany the Outstanding Achievement Award recipients to the presentations.

Ministry of Citizenship (MC)

Client Services (CS)
(including Ontario Anti-
Racism Secretariat
(OARS) and Native
Community Branch
(NCB) Offices)

Toronto
35 McCaul Street (CS)
M7A 2R9
(416) 314-6631

77 Bloor Street West
(NCB/OARS)
M7A 2R9
NCB:(416) 314-7420
OARS: (416) 326-9702

Fort Francis (NCB)
283 Church Street
P9A 1C9
(807) 274-9732

Geraldton (NCB)
303 Main Street East
P0T 1M0
(807) 854-0169

Hamilton
119 King St. West
L8N 3Z9
CS: (905) 521-7848
OARS: (905) 521-7869

Kenora (NCB)
227 2nd Street South
P9N 1G1
(807) 468-2864

Kingston (OARS)
1055 Princess Street
K7L 1H3
(613) 545-4239

London (CS/OARS)
255 Dufferin Avenue
N6A 5K6
(519) 679-7146

150 Dufferin Avenue
(NCB)
N6A 5K6
(519) 679-7146

Orillia (NCB)
15 Matchedash Street
North
L3V 4T4
(705) 325-9561

Ottawa
1 Nicholas Street
K1N 7B7
CS/OARS: (613) 566-
3728

Sault Ste. Marie
390 Bay Street
P6A 1X2
CS: (705) 759-8652
NCB: (705) 942-0419

Sioux Lookout (NCB)
34 Front Street East
P8T 1A3
(807) 737-1018

Sudbury
10 Elm Street
P3C 5N3
NCB: (705) 675-4349
OARS: (705) 675-4127

Thunder Bay
1825 East Arthur Street
P7E 5N7
CS/NCB/OARS: (807)
475-1683

Timmins (NCB)
22 Wilcox Street
P4N 3K6
(705) 267-8018

Windsor (CS)
221 Mill Street
N9C 2R1
(519) 256-5486

Ministry of Culture, Tourism and Recreation (MCTR)

Regional Services

Toronto
35 McCaul Street
M7A 2R9
(416) 314-6644

Kitchener
30 Duke Street West
N2H 3W5
(519) 578-8200

Ottawa
10 Rideau Street
K1N 9J1
(613) 787-4000

Sudbury
199 Larch Street
P3E 5P9
(705) 688-3035

Thunder Bay
1265 East Arthur Street
P7E 6E7
(807) 623-5592





Outstanding Achievement Award Nomination Form

Individual / Non-Profit Organization / Business

The personal information provided on this form will be used and disclosed for the purposes of the annual Volunteer Awards presented by the Ministry of Citizenship and the Ministry of Culture, Tourism and Recreation, and generally for promoting volunteerism, as per the Ministry of Citizenship and Culture Act, S.O. 1982, c. 6, section 4. For further information, please contact the Senior Manager, Ontario Honours and Awards, (416) 314-7526.

(check one)

Name of Individual			
Mr./Mrs./Dr. etc.	First / Given Name	Middle Name or Initial	Last/Family Name
Non-Profit Organization / Business			
Name			

or Non-Profit Organization / Business

3 Business

**Non-Profit Organization
or
Business**

[illegible]

or Non-Profit Organization

Address

City / Town

Postal code

Telephone

Non-Profit Organization

[illegible]

Mr./Mrs./Dr. etc.

First / Given Name

Middle Name or Initial

Last/Family Name

Name of Chief Administrative / Executive Officer	First / Given Name	Middle Name or Initial	Last/Family Name
Mr./Mrs./Dr. etc.			

First / Given Name

Middle Name or Initial

Last/Family Name

Title (Chairperson, President, etc.)

This is to certify that the undersigned is aware of this nomination for the Outstanding Achievement Award and attests to the facts contained herein.

To be completed by Nominator and signed by an Individual or Chairman of the Board/Designate for the Non-Profit Organization/Business.

I, the undersigned, accept responsibility for the accuracy of the statements contained in this nomination.

The following headings have been developed as a brief guide to the preparation of this form. In addition, each aspect of a candidate's contribution should be described in detail. It must be stressed that the quality and thoroughness of this form can influence the decision of the jury members. This would also equalize your candidate's opportunity for favourable consideration. You may therefore wish to submit supplementary material for the jury's consideration.

1. Results or achievements, indicating (a) background factors and/or circumstances, (b) the way in which they were carried out, and (c) obstacles overcome.

2. Encouragement and training of volunteers.

3. Evidence of going leadership and dedication.

4. Resources generated (human and/or financial)

5. Other. Please state the broader significance of your nominee's contribution, such as the impact on an organization and/or the community.

Volunteer Service Awards Nomination Form

Number of volunteers in organization

Senior Citizens (ages 65 years and over)	Adults	Youth

Nominating organization

Name			
Address			
City / Town		Postal code	Telephone
		Region / County / District	

Name and position of contact for information

Mr./Mrs./Dr. etc.	First / Given name	Middle name or initial	Last / Family name	Position	Telephone (9 a.m. - 5 p.m.)

Name of head of organization (chair, president, etc.)

Mr./Mrs./Dr. etc.	First / Given name	Middle name or initial	Last / Family name	Title
Address				
City / Town				
Postal code				Telephone
Brief description of objectives and activities of your organization				Year organization formed

Person being nominated

Mr./Mrs./Dr. etc.		First / Given name	Middle name or initial		Last / Family name	
Residential address						
City / Town						
Age category		Age of Youth nominee		Number of consecutive years as a volunteer in the organization		Type of award
☐ Senior Citizen ☐ Adult						☐ 2 year ☐ 5 year ☐ 10 year ☐ 15 year ☐ 25 year
Occupation		Language(s) spoken				
Details of volunteer service with nominating organization, including items of special interest						

Person being nominated

Mr./Mrs./Dr. etc.		First / Given name	Middle name or initial		Last / Family name	
Residential address						
City / Town						
Age category		Age of Youth nominee		Number of consecutive years as a volunteer in the organization		Type of award
☐ Senior Citizen ☐ Adult						☐ 2 year ☐ 5 year ☐ 10 year ☐ 15 year ☐ 25 year
Occupation		Language(s) spoken				
Details of volunteer service with nominating organization, including items of special interest						

Person being nominated

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Residential address						
City / Town						
Age category		Age of Youth nominee		Number of consecutive years as a volunteer in the organization		Type of award
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Occupation		Language(s) spoken				
Details of volunteer service with nominating organization, including items of special interest						

Person being nominated

Mr./Mrs./Dr. etc. First / Given name		Middle name or initial		Last / Family name		Details of volunteer service with nominating organization, including items of special interest
Residential address						
City / Town						
Age category		Number of consecutive years as a volunteer in the organization		Type of award		
☐ Senior Citizen ☐ Adult		Age of Youth nominee ☐ 2 year ☐ 5 year ☐ 10 year		☐ 15 year ☐ 25 year		
Occupation		Language(s) spoken				

Person being nominated

Mr./Mrs./Dr. etc. First / Given name		Middle name or initial		Last / Family name		Details of volunteer service with nominating organization, including items of special interest
Residential address						
City / Town						
Age category		Number of consecutive years as a volunteer in the organization		Type of award		
☐ Senior Citizen ☐ Adult		Age of Youth nominee ☐ 2 year ☐ 5 year ☐ 10 year		☐ 15 year ☐ 25 year		
Occupation		Language(s) spoken				

Person being nominated

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Residential address						
City / Town						
Age category		Number of consecutive years as a volunteer in the organization		Type of award		
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Occupation		Language(s) spoken				

Person being nominated

Mr./Mrs./Dr. etc.		First / Given name		Middle name or initial		Last / Family name		Details of volunteer service with nominating organization, including items of special interest
Residential address								
City / Town				Postal code		Telephone		
Age category		Age of Youth nominee		Number of consecutive years as a volunteer in the organization		Type of award		
☐ Senior Citizen ☐ Adult ☐ Youth						☐ 2 year ☐ 5 year ☐ 10 year ☐ 15 year ☐ 25 year		
Occupation				Language(s) spoken				

CAY ON HBL A35
A353
1995

S COMMITTEE AGAINST RACISM AND DISCRIMINATION

NOTICE OF MEETING

Mayor's Committee Against Racism and Discrimination

Monday, 1995 March 27

4:30 o'clock p.m.

Room 219, City Hall

URBAN MUNICIPAL

MAR 24 1995

GOVERNMENT DOCUMENTS

MUNICIPAL LIBRARIAN
PUBLIC LIBRARY

Crystabelle Fobler

Crystabelle Fobler
Secretary

**Notes: Your attendance is important. If you are unavailable
please notify the Secretary at 546-3993**

AGENDA:

1. Approval of Minutes
 - (a) Minutes of the 1995 Monday, January 30 meeting
 - (b) Minutes of the 1995 Monday, February 27 meeting
2. Business Arising
3. Co-Chairperson's Report
 - (a) Canadian Institute of Conflict Resolution
 - (b) 10th Anniversary of M.C.A.R.D. - Proposed Events
4. Sub-Committee Reports (no copy)
5. Correspondence
 - (a) Ministry of Citizenship - Volunteer Service Awards (carried over from previous meetings)
 - (b) Ministry of the Solicitor General & Correctional Services
Re: Police Race Relations Monitoring Board &
Partners in Community Safety
 - (c) International Seminar on Modern Definitions - Communism & Human Rights
 - (d) The Wentworth County Board of Education - Re: Draft Anti-Racism &
Ethno-cultural Equity Implementation Plan
 - (e) Train the Trainers Institute Conference on Anti-Racist Organizational Change
- Request to Co-Sponsor - (carried over from previous meeting)
6. Other Business
 - (a) Future of Committee
 - (b) Budget
7. Adjournment

1941-1942

1943-1944

1945-1946

Monday, 1995 January 30
4:30 o'clock p.m.
Room 219 City Hall

Item
(a)

The Mayor's Committee Against Racism and Discrimination met.

There were present:

Committee: Mayor Robert M. Morrow, Chairperson
Marlene Thomas Osbourne, Co-Chairperson
Mark Haas
Bill Shaffir
Geoffrey Small
Mike Webber
Santokh Pooni
Jacqueline Crerar

Regrets: Alderman M. Kiss
Alderman F. D'Amico
Monty Motomura
Mel Madamba

Also present: Sandra Wilson, MACARD
Jacob Joseph, MACARD
Ken Balasubramaniam, MACARD
Ken Stone, MACARD
Mary McKenzie, MACARD
Scouter Ward, Anti Racism Secretariat
Joe Oliver, Gay and Lesbian Community
Mary Cahill, Gay and Lesbian Community
Ian Dovey, CHCH TV
Fourteen Members of the Public
Stella Glover
Crystabelle Fobler, Secretary

Mayor Robert Morrow Co-Chaired the meeting with Marlene Thomas Osbourne. The Mayor welcomed everyone and asked the Table to introduce themselves for the benefit of the members of the public.

1. **MINUTES OF MEETING**

The Committee was in receipt of the minutes of the meeting held October 21, 1994, which were adopted as presented.

2. **MATTERS ARISING**

Matters arising were the reports of the Membership Sub-Committee. Mr. Santokh Pooni, Chairperson, took the floor.

3. **MEMBERSHIP SUB-COMMITTEE**

Mr. Santokh Pooni, Chairperson of the Membership Sub-Committee provided a brief history on the sub-committee and its mandate. He explained that early last year a motion was made to change the Committee's name from the Mayor's Race Relations Committee to the Mayor's Committee Against Racism and Discrimination. At that time, the Committee decided it was not going to limit itself to the fight against racism. The name change to Mayor's Committee Against Racism and Discrimination was approved by City Council.

In September of 1994, the Membership Sub-Committee was asked to rewrite the Terms of Reference in light of the name change. The Committee met between September and

December and invited Joe Oliver and Mary Cahill from the Gay and Lesbian Alliance to provide their input.

Mr. Pooni asked that the Sub-Committee reports from November 23, 1994 and December 19, 1994 be tabled.

He then asked the Chair if he could provide a response to a letter the Committee received from Ms. Mary Cahill dated January 9, 1995.

- (i) In her letter, Mary Cahill states that a "Ad Hoc I.E., Membership Sub-Committee was struck..."

Mr. Pooni refuted this statement. The Membership Sub-Committee is a standing committee of the Mayor's Committee Against Racism and Discrimination.

- (ii) Mary Cahill further states in her letter that the proposal for "...the creation of a Lesbian and Gay Advisory Committee...", was discussed during the second meeting and their suggestion was "...rejected without our presence..."

Mary Cahill and Joe Oliver missed the second meeting of the Membership Sub-Committee. However, Mr. Pooni informed the Committee that it was during the first meeting, when Ms. Cahill and Mr. Oliver were present that discussion of the formation of a Gay and Lesbian Advisory Council was discussed and it was decided that if a member of the Gay community experienced a particular problem it would be dealt with on an ad hoc basis. Mr. Pooni reminded everyone that all sub-committees are of an administrative nature and not formed to represent the needs of one particular group.

Santokh Pooni also referred to the article by Michael Davison in the Friday, January 27th edition of The Spectator and pointed out several discrepancies:

- (i) the "issue" of Gays and Lesbians...not an "issue".
- (ii) inclusion of Gays and Lesbians would diffuse the energies of the Committee.
- (iii) Jacqueline Crerar's amendments...were not included in the guidelines because there was no request to do so.

At this point, copies of the minutes of the Membership Sub-Committee meetings of November 23, 1994 and December 19, 1994 were distributed to all those present.

Mayor Morrow thanked Mr. Pooni for all his efforts and welcomed Joe Oliver and Mary Cahill to the meeting. He advised the audience that the floor was open and that all suggestions or comments will be taken under advisement.

LIST OF SPEAKERS:

Jacqueline Crerar

Jacqueline apologized to Santokh Pooni because she did not concur with his comments on the article Michael Davison had written. In Jacqueline's opinion, it is necessary that the Committee support the language as set out by the Ontario Legislature, and she expressed her offense to the word "other", used to describe Gays and Lesbians.

Santokh Pooni

Santokh Pooni explained his reasoning in using the word "other" in the report. He has no objections to using in the first line of the report the following wording: "...physical appearance, skin colouration, ancestry, place of birth, culture, religion, sex, sexual orientation, disability, age, marital status, family status, income status, etc..." However, he felt it was useless to keep on referring to the whole line and preferred the word "other" which encompasses everything else.

Santokh further attested to the fact that for the past ten years the Mayor's Committee Against Racism and Discrimination's major focus has been to fight racism and that will continue to be its major focal point as far as he is concerned.

Ken Stone

Mr. Stone agreed with the Membership Sub-Committee recommendations as set out in the minutes of the meetings of November 23, 1994 and December 19, 1994. He believed that changing the mandate to include Gays and Lesbians would take away the focus on racism. He wants to keep 99 percent of the focus on racism.

Mr. Stone wanted to know why the Mayor's Committee is being singled out to tackle this issue...when Committees have been formed by Council to deal specifically with a group, for example, the Seniors' Council, deals with issues pertaining to seniors, the Status of Women Committee, deals with issues on women.

Mike Webber

Mike Webber supports Santokh Pooni and the Membership Sub-Committee's work. He believes that Gays and Lesbians should make application to sit on the Committee and to fully participate. As far as Mr. Webber is concerned, there was absolutely no design on the Sub-Committee's part to exclude anyone, instead, they tried their best to be accommodating.

Scouter Ward

Scouter believed the Committee is doing their job in the fight against hatred, he referred to the work of Geoffrey Small's Mediation Sub-Committee. However, he believes it is time the Committee sent out a clear message to the Gay and Lesbian Community that they will not be left out.

"It should not be 'us' and 'them', but 'us' and 'us'!"

Sandra Wilson

Sandra agreed with Ken Stone's comments that to change and expand the Committee would disperse their energies. She is very much in favour of having a separate committee formed to deal specifically with the Gay and Lesbian issue.

At this point several people in the audience took the floor and expressed their opinions on the Committee's role and their desire to be included not excluded. One member of the audience had the following to say:

Paul Clements:

Mr. Clements mentioned that there are several hate groups in the United States who are banding together. Groups such as the Klu Klux Klan, Heritage Front and Neo-Nazis. Mr. Clements suggested that coalitions should be made up of diverse minority groups including Gays and Lesbians to fight the problem of discrimination. Support of the Gay community would in turn encourage them to join the fight against racism based on colour or race.

Marlene Thomas Osbourne, Co-Chair of the Mayor's Committee Against Racism and Discrimination, was the final speaker:

Marlene asked the group if they could all see her. She is a black woman who has experienced discrimination all her life. If she were gay, she imagined that life would be much worse. Marlene is committed to "inclusivity". It was her recommendation last year to change the name of the Committee. She made note of the arguments presented by everyone, but stated that perhaps everyone is not ready to accept the changes at hand, but because the name of the Committee has been changed, there is no choice but to take on these issues.

"Putting 'them' there and 'us' here is not good, we must work together for if we can't, we have no right to continue to exist as a Committee".

The Mayor thanked everyone who attended and advised that he and the Co-Chair, Marlene Thomas Osbourne will take a look at the Terms of Reference and bring back a report to the next meeting. The Mayor suggested that a precedent has already been set, and that it is up to the Committee to be consistent with the wording in the Federal and Provincial policies.

MOTION:

That the Chair and Co-Chair of the Mayor's Committee Against Racism and Discrimination look at re-wording the language of the Terms of Reference to reflect the Ontario Government's legislation to include the Gay and Lesbian Community.

4. EMPLOYMENT EQUITY

Santokh Pooni moved that the Employment Equity Document be approved. Sandra Wilson seconded the motion.

At this point, 6:07 p.m., we lost our quorum. The meeting was adjourned.

Taken as read and approved.

Mayor Robert M. Morrow,
Chairperson,
Mayor's Committee Against
Racism and Discrimination

Marlene Thomas Osbourne,
Co-Chairperson,
Mayor's Committee Against
Racism and Discrimination

Crystabelle Fobler,
Secretary
Mayor's Committee Against Racism and Discrimination

1995 January 30

/jm

1995 Monday, February 27
4:30 o'clock p.m.
Room 219, City Hall

Item
1(b)

Mayor's Committee Against Racism and Discrimination met:

There were present:

Committee: Mayor Robert M. Morrow, Chairperson
Marlene Thomas Osbourne, Co-Chairperson
Santokh Pooni
Jacqueline Crerar
Marc Haas

Regrets: Alderman Mary Kiss

Also Present: Paul Rhodes
Joe Oliver, Gay & Lesbian Community
Mary Cahill, Gay & Lesbian Community
Robert Westbrook
Kerri Ramirez
Crystabelle Fobler, Secretary

Mayor Robert Morrow co-chaired the meeting with Marlene Thomas Osbourne. The Mayor welcomed everyone present to the meeting at 4:45 p.m. There were only five members in attendance, and therefore, no quorum.

1. MINUTES OF MEETING

The Committee was in receipt of the minutes of the meeting held 1995 Monday, January 30, however, the minutes were Tabled until the next meeting, due to a lack of quorum.

2. MATTERS ARISING

Discussion ensued regarding the Terms of Reference and the changes that were undertaken. A few revisions were suggested.

The members who were in attendance were pleased with the general scope of the Terms of Reference and endorsed the changes.

The item was Tabled until the next meeting.

Joe Oliver and Mary Cahill, members of the Gay & Lesbian Community voiced their general appreciation of the document.

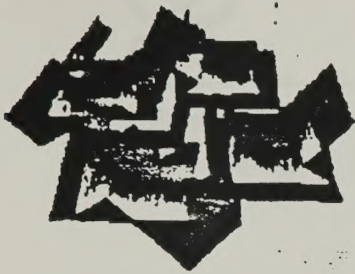
3. CO-CHAIRPERSON'S REPORT

(a) Elimination of Racism Day

Marlene Thomas Osbourne presented a brief report on the preparations being made for the Elimination of Racism Day by the Ad Hoc Committee.

(b) Canadian Institute of Conflict Resolution

Marlene Thomas Osbourne explained that the Canadian Institute of Conflict Resolution are looking into setting up a foundation/centre where people can access for assistance or advice should they have any problems. Co-sponsorship of the conference at the end of March is required. However, since there was no quorum, this matter was Tabled.



Canadian Institute for Conflict Resolution
Institut canadien pour la résolution des conflits

In Association with



TM

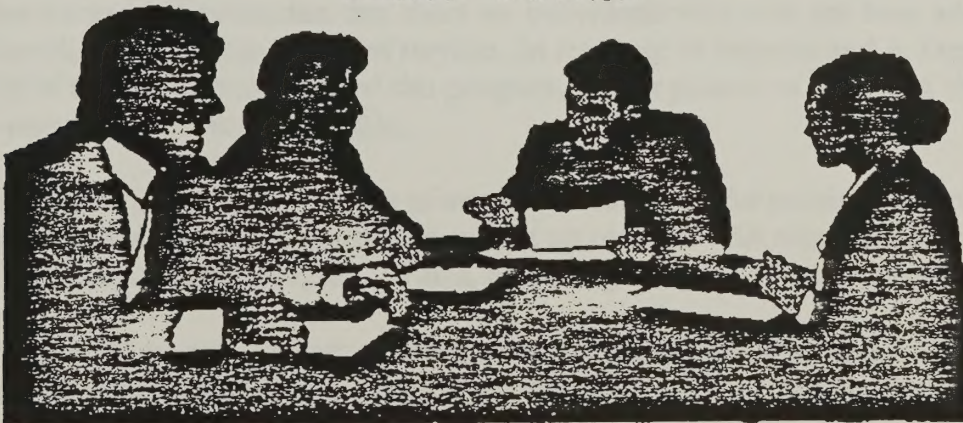
Agree Dispute Resolution
solutions oriented conflict management

Present

COMMERCIAL MEDIATION I

CICR PROFESSIONAL DEVELOPMENT

Course No. PD007A5



Black Youth Achievement Centre
205 Queensdale Avenue East, Hamilton
March 22 - 24, 1995

The objective of Commercial Mediation I is to provide practical training in mediation. Participants will examine strategies to remove obstacles to settlement and participate in simulated mediations dealing with specific fact situations. This three (3) day workshop will be of special interest to individuals who are developing alternative dispute resolution skills, including members of the legal profession.

Trainer:

Richard A. Russell, Agree Dispute Resolution

Cost:

\$600.00 plus GST

To Register call:

1-800-524-6967

Item
3(a)

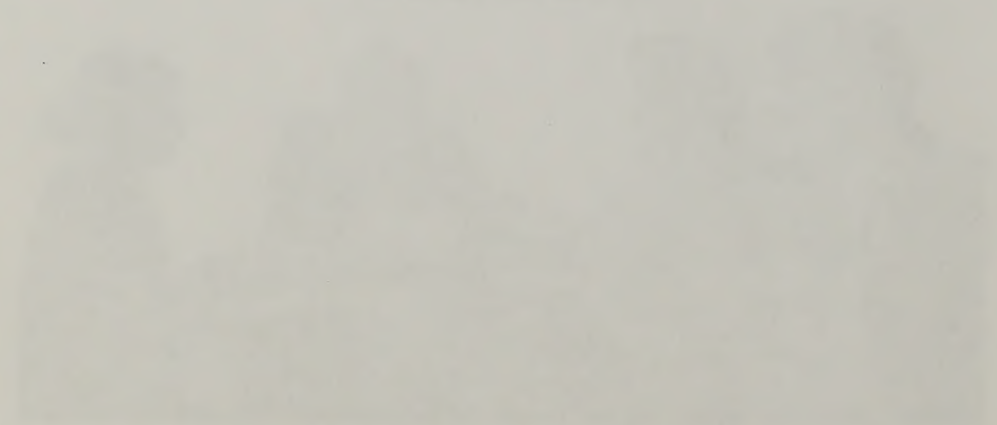
Department of the Interior
Bureau of Land Management

(100)
(512)

Alpine District Recreation
National Forest

COLLATERAL AGREEMENT

THE NATIONAL FOREST SYSTEM



Alpine District Recreation
National Forest
Forest Service - U.S. Department of the Interior
March 15 - 16, 1964

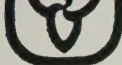
The objective of this agreement is to provide for the development and management of the Alpine District Recreation area in a manner consistent with the National Forest System's multiple-use objectives. The area is located in the Alpine District, National Forest, and is situated in the State of California. The area is characterized by its rugged terrain, high altitude, and scenic beauty. The agreement is intended to provide for the development and management of the area in a manner consistent with the National Forest System's multiple-use objectives.

Witness my hand and the seal of the Department of the Interior at Washington, D.C. this 15th day of March, 1964.

Director, Bureau of Land Management

Special Agent in Charge

Alpine District Recreation



Ontario

Ministry of
Citizenship

Ministère des
Affaires civiques

5 (a)
77 Bloor Street West
Toronto, Ontario
M7A 2R9

January 11, 1995

Dear friends,

The Volunteer Awards program was inaugurated in the Fall of 1984. In the intervening period, over 30,000 individuals were recognized with Volunteer Service Awards (VSAs). Another hundred or so individuals, non-profit organizations and businesses received the highly prized Outstanding Achievement Awards (OAAs).

We feel the success of the program owes an enormous amount to your efforts. In particular, the VSAs indicate that you have created a climate where volunteers thrive and exercise their creativity over a significant period of their lives. You have also been most diligent in recognizing them for their contributions. We compliment you for your role in this process.

It has come to our attention that there are individuals who have not been adequately acknowledged for their length of services. In response to requests and in keeping with the spirit of the tenth anniversary of this program, we are pleased to announce the creation of a 25-year category within the VSAs.

The introduction of this category of award will not affect the nomination procedure. Organizations will still be entitled to submit up to seven VSA nominations in categories of their choice, i.e., two, five, ten, 15 and, beginning in 1995, 25-year category.

We hope this measure will act as a further stimulus to voluntarism and we look forward to receiving your nominations at your convenience.

Yours truly,

Elaine Ziemba
Minister of Citizenship
with responsibility for
Human Rights, Disability Issues,
Seniors' Issues and Race Relations

Anne Swarbrick
Ministry of Culture,
Tourism and Recreation

Selection Process

Nominations for the Volunteer Service Awards are routinely processed between January and the end of March and acknowledged by letter shortly thereafter.

Nominations for the Outstanding Achievement Awards are reviewed by a ten-member jury appointed by the ministers. Fifteen awards are presented solely on the basis of the jury's recommendations.

What form do the awards take?

The Volunteer Service Awards take the form of pins and personalized certificates in the various denominations.

The Outstanding Achievement Awards are handsomely crafted trophies using precious metals and supported by a maple base. They were specially designed to symbolize the multiple dimensions of voluntarism.

Award Presentations

The Volunteer Service Awards and Outstanding Achievement Awards are presented jointly at a series of ceremonies held throughout the province in the Spring.

Invitations are sent to the two representatives of each nominating organization appearing on the Volunteer Service Award nomination form, each recipient and a guest. A select number of guests are invited to accompany the Outstanding Achievement Award recipients to the presentations.

Ministry of Citizenship (MC)

Client Services (CS)
(including Ontario Anti-
Racism Secretariat
(OARS) and Native
Community Branch
(NCB) Offices)

Toronto
35 McCaul Street (CS)
M7A 2R9
(416) 314-6631

77 Bloor Street West
(NCB/OARS)
M7A 2R9
NCB: (416) 314-7420
OARS: (416) 326-9702

Fort Francis (NCB)
283 Church Street
P9A 1C9
(807) 274-9732

Geraldton (NCB)
303 Main Street East
P0T 1M0
(807) 854-0169

Hamilton
119 King St. West
L8N 3Z9
CS: (905) 521-7848
OARS: (905) 521-7869

Kenora (NCB)
227 2nd Street South
P9N 1G1
(807) 468-2864

Kingston (OARS)
1055 Princess Street
K7L 1H3
(613) 545-4239

London (CS/OARS)
255 Dufferin Avenue
N6A 5K6
(519) 679-7146

150 Dufferin Avenue e
(NCB)
N6A 5K6
(519) 679-7146

Orillia (NCB)
15 Matchedash Street
North
L3V 4T4
(705) 325-9561

Ottawa
1 Nicholas Street
K1N 7B7
CS/OARS: (613) 566-
3728

Sault Ste. Marie
390 Bay Street
P6A 1X2
CS: (705) 759-8652
NCB: (705) 942-0419

Sioux Lookout (NCB)
34 Front Street East
P8T 1A3
(807) 737-1018

Sudbury
10 Elm Street
P3C 5N3
NCB: (705) 675-4349
OARS: (705) 675-4127

Thunder Bay
1825 East Arthur Street
P7E 5N7
CS/NCB/OARS: (807)
475-1683

Timmins (NCB)
22 Wilcox Street
P4N 3K6
(705) 267-8018

Windsor (CS)
221 Mill Street
N9C 2R1
(519) 256-5486

Ministry of Culture, Tourism and Recreation (MCTR)

Regional Services

Toronto
35 McCaul Street
M7A 2R9
(416) 314-6644

Kitchener
30 Duke Street West
N2H 3W5
(519) 578-8200

Ottawa
10 Rideau Street
K1N 9J1
(613) 787-4000

Sudbury
199 Larch Street
P3E 5P9
(705) 688-3035

Thunder Bay
1265 East Arthur Street
P7E 6E7
(807) 623-5592

Following headings have been developed as a brief guide to the preparation of this form. In addition, each aspect of a candidate's contribution should be described in detail. It must be stated that the quality and thoroughness of this form can influence the decision of the jury members. This would also equalize your candidate's opportunity for favourable consideration. They therefore wish to submit supplementary material for the jury's consideration.

... achievements, indicating (a) background factors and/or circumstances, (b) the way in which ... were carried out, and (c) obstacles overcome.

2. Encouragement and training of volunteers.

Person being nominated

Mrs./Dr. etc. First / Given name		Middle name or initial		Last / Family name		Details of volunteer service with nominating organization, including items of special interest
Residential address						
Village / Town		Postal code		Telephone		
Category	Age of Youth nominee	Number of consecutive years as a volunteer in the organization		Type of award		
☐ Senior Citizen ☐ Youth Occupation				☐ 2 year ☐ 5 year ☐ 10 year ☐ 15 year ☐ 25 year		
Language(s) spoken						

Person being nominated

Mrs./Dr. etc. First / Given name		Middle name or initial		Last / Family name		Details of volunteer service with nominating organization, including items of special interest
Residential address						
Village / Town		Postal code		Telephone		
Category	Age of Youth nominee	Number of consecutive years as a volunteer in the organization		Type of award		
☐ Senior Citizen ☐ Youth Occupation				☐ 2 year ☐ 5 year ☐ 10 year ☐ 15 year ☐ 25 year		
Language(s) spoken						

Person being nominated

Mrs./Dr. etc. First / Given name		Middle name or initial		Last / Family name		Details of volunteer service with nominating organization, including items of special interest
Residential address						
Village / Town		Postal code		Telephone		
Category	Age of Youth nominee	Number of consecutive years as a volunteer in the organization		Type of award		
☐ Senior Citizen ☐ Youth Occupation				☐ 2 year ☐ 5 year ☐ 10 year ☐ 15 year ☐ 25 year		
Language(s) spoken						

Person being nominated

Mr./Mrs./Dr. etc.		First / Given name		Middle name or initial		Last / Family name		Details of volunteer service with nominating organization, including items of special interest	
Residential address									
City / Town				Postal code		Telephone			
Age category		Age of Youth nominee		Number of consecutive years as a volunteer in the organization		Type of award			
☐ Senior Citizen	☐ Adult	☐ Youth				☐ 2 year	☐ 5 year	☐ 10 year	
						☐ 15 year	☐ 25 year		
Occupation						Language(s) spoken			



R City Clerks. D

MAR 6 1995

REGIONAL CLERKS OFFICE

Ministry of the
Solicitor General and
Correctional Services

Ministère du
Solliciteur général et des
Services correctionnels

Suite 400, North Tower
175 Bloor St E
Toronto ON M4W 3R8

Bureau 400, tour nord
175 rue Bloor E
Toronto ON M4W 3R8

Telephone: (416) 326-5075
Fax: (416) 326-5085

phone : (416) 326-5075
copieur : (416) 326-5085

February 22, 1995

Item
5 (b)

Dear Community Leader:

I am pleased to take this opportunity to inform you of two important initiatives by the Ministry of the Solicitor General and Correctional Services which I believe will be of interest to you, — the Police-Race Relations Monitoring Board and *Partners in Community Safety*.

On February 13, 1995, I announced the establishment of the Police-Race Relations Monitoring Board to assist in the transition to community policing. The Board will review police services' implementation of race relations initiatives and provide community-based input into this process. It will monitor and provide feedback on the interaction of racial minorities and police in areas such as employment, training, community relations, and policies on race relations and access to services.

Mr. Nazru Deen is the Chair Designate of the Board. In this capacity, Mr. Deen consulted extensively, between December 1993 and July 1994, with community, police and government stakeholders across Ontario, to develop the terms of reference for the Board. This consultation process has built upon the community/police partnership which is fundamental to the Board's function.

Eight community members of the Police-Race Relations Monitoring Board will be appointed through the usual public appointments' process from interested applicants across Ontario. In the accompanying folder, you will find a copy of an advertisement that will appear shortly in newspapers throughout the province. We encourage any interested member of your organization, to apply. Enclosed copies of a news release and backgrounder provide additional information.

The theme of community/police partnerships is integral to much of the Ministry's work. I also want to take this moment to tell you about *Partners in Community Safety*, a program which the government recently launched that is designed to make community policing a province-wide reality.

As you will see from the enclosed backgrounder, entitled "Recent Initiatives to Enhance Community Safety", the Ontario Government has put into place a series of measures to prevent crime and improve the personal safety of Ontarians. Community policing has been a cornerstone to our approach.

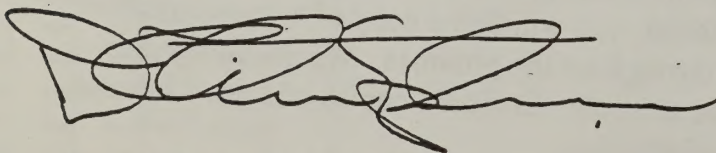
To enhance this commitment, the Ministry of the Solicitor General and Correctional Services has developed *Partners in Community Safety*. Provincial funding for this initiative will total up to \$67 million over the next five years.

Community/police partnerships are essential to successful law enforcement in the 90's. For this reason, Community Partnership Grants are a significant component of *Partners in Community Safety*. The Ministry has designated \$9 million over five years, commencing in the Fall of 1995, for community organizations that wish to develop strategies for strengthening community/police partnerships. The objective of this funding is to bring about lasting community/police partnerships.

Information on the first stage of *Partners in Community Safety* is contained in the accompanying folder. Consultation with community members about the Community Partnership Grants will begin in the next few months. Specific details about how organizations may apply for the Community Partnership Grants will be forwarded once the consultation process is concluded. Please contact Berkeley Harris of the Standards and New Programs Branch (416-314-3083), Ministry of the Solicitor General and Correctional Services, if you have any other questions at this stage.

The Ministry of the Solicitor General and Correctional Services welcomes the opportunity to assist and work with all partners in community safety.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Christopherson', with a long horizontal flourish extending to the right.

David Christopherson, MPP
Hamilton Centre
Solicitor General and
Minister of Correctional Services

Att.

**Ministry of the
Solicitor General and
Correctional Services**

**Ministère du
Solliciteur général et des
Services correctionnels**

Police-Race Relations Monitoring Board

Background

The Ministry of the Solicitor General and Correctional Services has established the Police-Race Relations Monitoring Board to aid in the transition to community policing. The consultation process leading to the establishment of the Board has been a productive example of police-community partnership. Direct involvement in the work of the Board by the communities being served by police is consistent with the goals of community policing. The Board's creation was inspired by recommendations in the Stephen Lewis Report to the Premier and similar recommendations by the Clare Lewis Task Force on Race Relations and Policing in 1989 and 1992. The Board will provide further opportunity to strengthen community-police partnership in police-race relations initiatives.

The Board will work in close liaison with the ministry's Policing Services Division, the Race Relations and Policing Unit and the Ontario Provincial Police to:

- develop and revise as necessary race relations standards for audits of police services;
- develop race relations monitoring and audit protocol, methodology and a schedule for these audits;
- review completed audits and evaluate findings;
- review action plans prepared in response to findings and make recommendations on the adequacy of these plans to the Minister; and
- review progress on race relations/policing issues, employment equity implementation, race relations training, race relations policy implementation.

The mandate of the Board will be assessed after five years, to determine whether the function could be better managed through other mechanisms.

Mr. Nazru Deen assumed his responsibilities as Chair Designate of the Board in late 1993, with the mandate to prepare the groundwork for the Board. Mr. Deen conducted extensive research and consultation with the community and police stakeholders across the province throughout 1994 to develop the composition and terms of reference of the Board.

It is expected that the members of the Board will be selected, following a normal public appointments process, by April 1995, and that the Board will be fully functioning shortly thereafter.

Composition of the Police-Race Relations Monitoring Board

- The Chair, who will report directly to the Minister;
- Eight community members, with representation that is equitable in terms of gender balance, geographic distribution, racial and ethno-cultural groups, aboriginal peoples, francophones and persons with disabilities, selected through the public appointment process.
- One member will be nominated by each of the Ontario Association of Chiefs of Police, the Police Association of Ontario, the Ontario Senior Officers Police Association, for a total of three members of the police community.
- One representative nominated by the Board of Directors of the Ontario Association of Police Services Boards.

Biographical Information on Mr. Nazru Deen

Mr. Nazru Deen is an educator from Ottawa. He has most recently served as Superintendent of Staff Development at the Carleton Board of Education. He has also been a Superintendent of Schools and a Superintendent of Personnel. During his career, Mr. Deen has been responsible for the development of a wide range of progressive programs. These have included developing a Leadership Education and Development Plan aimed at taking the Carleton Board of Education into the next century, the development of policies to increase the number of admissions of designated groups into teacher education and the development of policies and procedures for dealing with sexual and other forms of harassment in the workplace.

**Ministry of the
Solicitor General and
Correctional Services**

**Ministère du
Solliciteur général et des
Services correctionnels**

New Board to Assist in Transition to Community Policing

February 13, 1995, TORONTO — Solicitor General and Minister of Correctional Services David Christopherson announced today that a joint community-police monitoring board to assist in the transition to community policing will be established .

"The Police-Race Relations Monitoring Board is the result of extensive consultations in partnership with police and community stakeholders," Mr. Christopherson said. "It will make a significant contribution to community policing through its' focus on the implementation of race relations initiatives."

The Board will monitor and review the progress of police race relations initiatives and provide support to assist in the implementation process.

Working with the Ministry of the Solicitor General and Correctional Services the Board will help develop race relations standards for inclusion in the Policing Standards Manual, which serves as the operational framework for policing in Ontario. The Board will also participate in the development of a race relations audit methodology to be used by the Ministry and police services.

The Chair Designate of the Board is Mr. Nazru Deen of Ottawa, who held the position during the consultation process that led up to today's announcement. Mr. Deen previously served as the Superintendent of Staff Development at the Carleton Board of Education.

The balance of the thirteen-member Board will consist of one representative each from the Police Association of Ontario, the Ontario Association of Chiefs of Police, the Ontario Senior Officers Police Association, the Ontario Association of Police Services Boards and eight community members to be selected through a competitive province-wide public appointments process.

- 30 -

For more information:

**Glen Tufts
Ministry of the Solicitor General and Correctional Services
Communications Branch
(416) 326-5010**

THE MINISTRY OF THE SOLICITOR GENERAL AND CORRECTIONAL SERVICES SEEKS APPLICATIONS TO FILL EIGHT VACANCIES ON THE POLICE - RACE RELATIONS MONITORING BOARD

Police - Race Relations Monitoring Board will assist police services and communities in the monitoring and implementation of Race Relations initiatives. It is expected that the Board will meet on average two days each month, normally in Toronto. The Board will work collaboratively with the Policing Services Division of the Ministry of the Solicitor General and Correctional Services, as well as with police services and organizations in the racial minority communities across Ontario.

As a board member, you will be expected to:

- Work with the Ministry to develop and revise as necessary, race relations standards for audits of police services;

- Work with the Ministry to develop race relations monitoring and audit protocol, methodology and a schedule for these audits;

- Review completed audits and evaluate findings;

- Review action plans prepared in response to findings and make recommendations on the adequacy of these plans to the Minister;

- Review progress on race relations/policing issues, employment equity implementation, race relations training, race relations policy implementation.

A per diem will be given to each appointed member. Reimbursement will be made for essential approved travel and accommodation.

Candidates should be familiar with race relations and policing issues, including employment equity and community policing. They should also have a good understanding of Ontario's racial minority and aboriginal communities and their diverse needs. Candidates will have a commitment to being part of a team which is working collaboratively towards continuous improvement in police race relations. Candidates will be expected to have good analytical skills as well as some knowledge of organizational development.

Anyone interested in serving on this provincial Police - Race Relations Monitoring Board may apply by forwarding their resume to:

The Public Appointments Unit
The Ministry of the Solicitor General
and Correctional Services
11th Floor, 25 Grosvenor Street
Toronto, ON M7A 1Y6
Fax 416 314-3536
Tel 416 314-9335

Resumes must be submitted by March 10, 1995.

In accordance with our employment equity goals, applications are particularly encouraged from aboriginal people, persons with disabilities, racial minorities and women.

Ministry of the
Solicitor General and
Correctional Services

Ministère du
Solliciteur général et des
Services correctionnels

FOR IMMEDIATE RELEASE

Partners in Community Safety

February 6, 1995, TORONTO — FOR IMMEDIATE RELEASE

The Honourable David Christopherson, Solicitor General and Minister of Correctional Services, today announced the details of *Partners in Community Safety*, a program designed to make community policing a province-wide reality.

"*Partners in Community Safety* demonstrates the Government's commitment to improving community safety, supporting community partnerships, and enhancing front-line service delivery," said Mr. Christopherson. "*Partners in Community Safety* brings new funding and focus to the shared responsibility for community safety in Ontario."

Ministry funding for the initiatives announced today will total up to \$67-million over the next five years. Almost half of that is designated for a provincial/municipal cost-shared program for police services.

The announcement was made jointly with representatives of the Association of Municipalities of Ontario, the Ontario Association of Police Services Boards, the Ontario Association of Chiefs of Police, the Ontario Provincial Police, the Police Association of Ontario and the Probation Officers Association of Ontario at a media conference in Toronto.

Today's announcement highlighted the following key components of the five-year program:

- a cost-shared grant program between municipalities, the province and police services which will increase local community policing, crime prevention and focused enforcement activities such as foot patrols, robbery prevention programs, and investigations into firearms trafficking;
- a community partnership grant program to be developed in consultation with police services and community groups, with a Fall, 1995 start up;
- funding for the OPP to accelerate the hiring process for additional officers and undertake community policing, crime prevention and focused enforcement;
- doubling of R.I.D.E. program funding to strengthen anti-drinking and driving measures undertaken by local police services;
- funding for more probation and parole officers to increase community supervision of individuals on probation and parole.

(more)

"Safe communities are a goal we all share," said Bill Mickle, President of the Association of Municipalities of Ontario. "The Ontario Government's initiative to work with municipalities to support local partnerships for community policing represents a positive step towards that goal."

"*Partners in Community Safety* signals a renewed commitment to the principles of community policing," said Réjean Parisé, President of the Ontario Association of Police Services Boards. "The program will help us refocus our resources, in an era of fiscal restraint, towards community partnerships."

"These resources will enable us to enhance our work with the community in problem solving" said Deputy Chief Frank Parkhouse, President of the Ontario Association of Chiefs of Police. "Not only will we be able to get more police officers on the street, but we can work together on community policing and focused enforcement objectives."

"*Partners in Community Safety* promotes effective delivery of police services," said Tom O'Grady, Commissioner of the OPP. "The initiative complements our own restructuring program, which will allow us to fully implement community policing."

"*Partners* will provide support for more front line services," said Jim Garchinski, President of the Police Association of Ontario. "This will enhance the safety of both the public and the police."

"This initiative is a first step in helping us to address workload issues," said Debbie Spence of the Probation Officers Association of Ontario. "It will enhance community supervision and public safety."

- 30 -

For more information:

Ministry of the Solicitor General and Correctional Services
Communications Branch
Kirsten Gunter
(416) 326-5010

Ce document est aussi disponible en français.

Ministry of the
Solicitor General and
Correctional Services

Ministère du
Solliciteur général et des
Services correctionnels

February 6, 1995

PARTNERS IN COMMUNITY SAFETY

Community safety is an issue that touches each of us, regardless of our roles as elected officials, police officers or community members. Working together to build a safer place to live is a major challenge facing us as we near the end of the century.

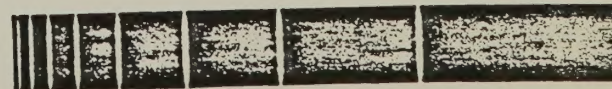
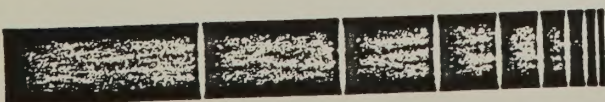
Partners in Community Safety responds to this challenge. Its fundamental premise is that crime prevention and reduction require a commitment to shared responsibility and cooperative efforts involving the ministry, the municipalities, police services and the community. Its purpose is to assist the police and their communities to work together in crime prevention and reduction and to move toward the full realization of community policing. It reflects a renewed commitment to the principles of community policing. It is intended to strengthen existing community/police partnerships and also to create new ones.

The Ontario government has already undertaken a number of measures that reflect the objectives of *Partners in Community Safety*. They include the creation of the Provincial Weapons Enforcement Unit, the firearms amnesty program, legislation regulating the sale of ammunition, legislation relating to after-hours clubs, province-wide policing standards on wife assault and hate/bias-motivated crime, the victim/witness assistance programs, community-based victim services program and the victim impact statement program.

A number of police services in Ontario have put in place successful community policing initiatives. Examples include program reviews designed to increase front-line service delivery; foot and bicycle patrols; and the establishment of operational units to address specific community concerns such as hate/bias-motivated crime, sexual assault and firearms offences. This new program is intended to build on these initiatives and to help police services make community policing a province-wide reality.

Partners in Community Safety has both short-term and long-term objectives. In the short term, it will make possible an increase in front-line service hours—meaning more police on the street, more hours of the day. But of equal importance is the development of long-term strategies and solutions. These include the necessary restructuring of police services in order to fully implement community policing and establish lasting partnerships with communities.

(more)



In recognition of the challenges facing all parties in the delivery of police services in Ontario, the government reiterates its support for amendments to the Police Services Act to provide municipalities with greater flexibility and influence over budgeting for police services, while providing for adequate police services.

The specific objectives of *Partners in Community Safety* are to:

- * assist police services in the transition to community policing;
- * develop partnerships with municipalities to increase police service delivery hours; for community policing, crime prevention and focused enforcement initiatives;
- * encourage police and communities to work together to reduce and prevent crime;
- * strengthen existing partnerships and community-based initiatives;
- * increase community supervision of persons on probation and parole;
- * reduce impaired driving and improve road safety.

The Ministry of the Solicitor General and Correctional Services has committed up to \$67 million to *Partners in Community Safety* over the next five years. There are three key components:

1. *Community and Policing Initiatives* will increase service delivery hours, develop community partnerships and support the transition to community policing. The initiatives promote increased community ownership and shared responsibility for crime prevention and community safety. Provincial funding of up to \$30 million over five years is available immediately for a cost-shared program with municipalities. There is also funding of \$9 million over five years for a community partnership grant program, and new funding for the Ontario Police College and the OPP.
2. *Enhancement of the R.I.D.E. Grant Program* will double the provincial contribution available for R.I.D.E. activities. Total annual spending will be \$1.2 million, an increase of \$3 million over the five years. The administration of this program will continue as it has to date.
3. *Community Corrections Initiative* will increase the resources available for supervision of persons on probation and parole by \$3 million over the next five years

(more)

ADDITIONAL INFORMATION ON THE COMMUNITY AND POLICING INITIATIVES

1. **Community Policing/Enforcement Grants:** The \$30-million funding is for the provincial share of a five-year, cost-shared program with the municipalities, with the provincial contribution declining over the life of the program. The provincial share of the program will be 50% in the first year and will be stepped down over the subsequent four years to 10% in the fifth year. Municipal participation in the program is voluntary.

The grant program will fund initiatives that increase the capacity of police to provide front-line service delivery hours dedicated to preventing and reducing crime. Individual police services will determine how to do this, for example, through hiring or paying additional overtime.

Every municipal police service and OPP municipal contract location is invited to develop a proposal to increase front-line delivery service. The maximum amount of ministry funding available for each police service has been set based on their size. Some of the community policing, crime prevention and focused enforcement activities that might be undertaken are community foot patrols, robbery prevention programs, and strategies for dealing with after-hours clubs and offences involving firearms, hate/bias-motivated crimes, domestic violence, sexual assault and drug abuse. Priorities will be determined locally.

As a condition for the grant, police services will be required to begin or to continue activities related to the implementation of community policing, including strategic and operational planning, organizational and technology review, and re-structuring. The ministry will provide support for these processes in the form of research, the development of training programs and field support. Police services will report annually on their progress on stated objectives. Grant proposals can be submitted immediately for funding that commences April 1, 1995.

2. **Community Partnership Grants:** Grants will be provided to community organizations to develop strategies for strengthening police-community partnerships in initiatives that address specific community crime and public order problems. The objective of this one-time funding is to bring about lasting police/community partnerships that are not dependent on core funding from the provincial government. Community groups and police services will be encouraged to develop cooperative proposals. The \$9-million program will begin in Fall, 1995, after consultation with community stakeholders and the police community.

(more)

3. **Ontario Police College Funding:** More than \$5 million over the next five years will be made available for increasing recruit training capacity and for continuing education and development. Training will be offered to police managers and front-line officers in areas such as problem-oriented policing, specialized enforcement and other areas. The transition to community policing requires not only a commitment to an idea, but restructuring, retraining, and in some cases, new recruits.
4. **Ministry Support:** The Ministry will develop tools and provide support, advice and research on technology investment, business re-engineering and administrative changes necessary to make the transition to community policing.
5. **O.P.P. Funding:** Direct funding to the OPP over five years in the amount of \$8 million is for accelerated hiring of forty additional front-line officers to undertake community policing, crime prevention and focused enforcement activities.

Ministry of the
Solicitor General and
Correctional Services

Ministère du
Solliciteur général et des
Services correctionnels

February 6, 1995

Recent Initiatives to Enhance Community Safety

Introduction

The Ontario Government has been very active in taking measures to prevent crime and increase community safety. To be most effective, these measures and future initiatives must be undertaken in partnership with communities and with other levels of government. Community safety is everyone's responsibility.

Recent Initiatives include:

- The Ontario government established a Provincial Weapons Enforcement unit in co-operation with the federal government and Ontario police services to stem the flow of illegal firearms and to reduce the number of weapons in circulation (May, 1994).
- Legislation was passed with all-party support to control the sale and purchase of ammunition, with fines for violations ranging up to \$50,000 (June, 1994).
- In 93/94 the Ontario government allocated more than \$90 million for victim and witness programs - including sexual assault centres and the community-based Victims Crisis Assistance and Referral Service.
- Legislation was passed with all-party support to give municipalities and police greater powers to control after-hours clubs (December, 1994).
- Police services are replacing their obsolete .38 caliber revolvers with new semi-automatic pistols. The government has enacted a regulation to ensure the destruction of the old revolvers (October, 1994).
- Ontario's weapons amnesty program encouraged people to turn in unwanted firearms to local police for disposal, thereby diminishing the possibility of these being misused (June, 1994).

(more)



- Ontario has worked with the federal government and other provinces to significantly tighten control and use of firearms and will cooperate with the development of new federal initiatives designed to further improve the control of firearms and/or ammunition.
- The Ministry is working with the federal government and the other provinces and territories on a national crime prevention strategy.
- The Ministry will expand its support to victims' assistance groups through the Victim Fine Surcharge Fund.
- The Ministry has directed the police to more vigorously charge and prosecute cases of wife assault and hate/bias motivated crimes (January, 1994).
- The Ministry is providing funding for a grants program to improve police-minority relations in communities across the province.

PARTNERS IN COMMUNITY SAFETY

QUESTIONS AND ANSWERS

1. What is *Partners in Community Safety*?

Partners in Community Safety has several key components:

- a cost-shared program with municipalities to provide funding to police services;
- a community partnership grant program to be developed in consultation with police services and community groups;
- funding to the OPP to accelerate hiring to undertake community policing, crime prevention and focused enforcement;
- doubling of the R.I.D.E. program funding; and
- increased funding for more probation and parole officers.

2. What are the goals of *Partners in Community Safety*?

PCS contains short, medium and long-term initiatives for improving community safety through:

- enhanced community policing,
- additional training and resources to police services,
- encouraging community support,
- more focused enforcement efforts.

The Government of Ontario, in association with municipalities and police, has and will continue to undertake initiatives across the criminal justice system to enhance and preserve community safety.

The various components of the PCS focus on the way we do business in the justice system, moving to accommodate the challenges of the '90s within a framework of fiscal responsibility.

Through PCS, steps are being taken to increase the number of police officers dedicated to community policing, crime prevention and focused enforcement tasks and to improve their training and organization/deployment to meet the complex, multi-jurisdictional policing challenges of the 90's.

3. What is the Community Policing/Enforcement Grants Program?

Ontario has established Community Policing/Enforcement Grants, a five-year, cost-shared program to support the continued transition to community policing by police services. The program will fund initiatives which increase front-line service delivery hours dedicated to preventing and reducing crime.

4. How much funding will a police service be eligible for?

The amount of grant money available to each police service will depend on the size of the service.

5. What is the Community Partnership Grant Program?

In the fall '95, Ontario will establish the Community Partnership Grant Program to provide community groups with the opportunity to develop community/police partnerships.

The community partnership grants are for projects that will bring about lasting changes to police-community partnerships. To encourage police-community partnerships, community groups and police services will be encouraged to develop cooperative proposals.

Details on the community group grants will be announced prior to the beginning of this program in Fall, 1995, and after consultation with community groups and the police.

6. What support will be given to RIDE?

Annual funding for province-wide R.I.D.E. spot checks will be doubled (from \$600K to \$1.2 million) for five years, starting in fiscal year 95/96.

7. How does probation and parole fit in to PCS?

The Community Corrections initiative of *Partners in Community Safety* will provide additional funding to hire more probation and parole officers. Caseloads for probation and parole officers have increased both in numbers and complexity. The additional officers will permit closer supervision of offenders who are serving all or part of their sentences in the community.

8. Is this a new direction for Policing?

PCS is an extension of the ministry's way of doing business; the PCS focuses on assisting the police and community to work in partnership to strengthen existing relations and to enhance and preserve community safety through focused enforcement and community-directed initiatives.

9. What is the total contribution of Ontario?

Total funding will be up to \$67 million over five years.

MSGCS will inject new resources in the form of cost-shared funding with municipalities and police services to encourage and assist a refocusing of existing resources as police move toward a full community policing model.

10. What kind of projects could be funded?

Community policing and enforcement grant initiatives might include such things as robbery prevention programs, community foot patrols, firearms trafficking, street crime and neighbourhood crime problem-solving initiatives.

For the community partnerships grant, the criteria will be developed in consultation with community representatives prior to introduction in the fall, 1995. However, in general terms, community groups may apply for a grant for research, community education or pilot projects focused on community policing.

11. What is "community policing"?

Community policing is a fundamental principle of the Police Services Act. It is a term that reflects the need for police services and the communities they serve to work together to resolve crime and public order problems. It is based on working with communities to prevent crime, to understand the causes of crime, and to give the community an improved sense of security.

12. What is "focused enforcement"?

Police services deal with specific problems/concerns in the community. PCS will enable a police service to increase service delivery hours to address areas of significant public concern such as efforts to deal with after-hours clubs, hate/bias motivated crime, sexual assault, or offences involving firearms.

13. Who is responsible for monitoring the projects funded under this program?

The Policing Services Division of the Ministry of the Solicitor General and Correctional Services, can be contacted for further project information at (416) 314-3000.

REMARKS FOR

**The Hon. David Christopherson
Solicitor General
and
Minister of
Correctional Services**

on

PARTNERS IN COMMUNITY SAFETY

FEBRUARY 6, 1995

CHECK AGAINST DELIVERY

PARTNERS IN COMMUNITY SAFETY

Good morning. I am pleased to be here today to launch *Partners in Community Safety*.

[acknowledge guests]

Community safety touches each of us, regardless of our roles as elected officials, police officers or community members. Working together to build a safer place to live is a major challenge facing us as we near the end of the century.

Partners in Community Safety is designed to bring together the ministry, municipalities, police services, and community groups in initiatives to increase community safety and to address public concerns about crime. It is premised on the need for shared responsibility and cooperative efforts. Its purpose is to assist the police and communities to work together in crime prevention and reduction and to move toward the full realization of community policing.

Our government will dedicate more than \$67 million to *Partners in Community Safety* over the next five years. The objective is first, to be responsive and enforcement-oriented, in order to deal with current problems, and secondly, to be strategic, prevention-focused, and to create long-term solutions through the further implementation of community policing.

The three key components of *Partners in Community Safety* are

Community and Policing Initiatives,

Doubling of the R.I.D.E. funding, and

A Community Corrections Initiative.

Partners in Community Safety demonstrates our renewed commitment to the principles of community policing. It is intended to strengthen existing community/police partnerships and also create new ones.

Community policing is the cornerstone of *Partners in Community Safety*. It has been a policy of this government, police services and police boards across Ontario for many years and in fact is a fundamental principle written in the Police Services Act.

The thinking behind community policing is already reflected in a number of our other programs, such as the Provincial Weapons Enforcement Unit and the firearms amnesty program. It is reinforced by recent legislation on ammunition sales, and legislation cracking down on after-hours clubs. We have developed province-wide policing standards on wife assault and hate/bias motivated crime. We have supported a victim/witness assistance program, community-based victim services program and the victim impact statement program.

Partners in Community Safety is also an example of how we do business in the criminal justice system in the 90s. We are making this investment to assist police services in their transition to community policing. Grants to police services, in a cost-sharing arrangement with municipalities, will ensure the immediate increase of front-line police. They will also make possible the educational, administrative and technological changes to police services that will allow officers to move away from their desks and get back to the streets. Local priorities will be established by police services and the municipalities working together. And my ministry will be in a stronger position to support these changes.

There will also be grants for community organizations and additional funding for the Ontario Police College for education and training and to the OPP for hiring additional officers.

Specifically, the initiatives being launched today are the following:

First, THE COMMUNITY POLICING AND ENFORCEMENT GRANTS PROGRAM:

The \$30-million funding being made available is for the provincial share of a five-year, cost-shared program with the municipalities. The provincial share of the program will be 50% in the first year and will be stepped down over the subsequent four years to 10% in the fifth year. Municipal participation in the program is voluntary. It will fund initiatives that increase the capacity of police to provide front-line service delivery hours dedicated to preventing and reducing crime.

Grants are intended both to increase the number of front-line service delivery hours and to thoroughly implement all other aspects of community policing. Some of the community policing, crime prevention and focused enforcement activities that might be undertaken are community foot patrols, robbery prevention programs, strategies for dealing with after-hours clubs and offences involving firearms, hate/bias-motivated crimes, domestic violence and sexual assault. This program begins immediately. Priorities will be determined locally.

Second, THE COMMUNITY PARTNERSHIP GRANT PROGRAM:

This is also a five-year program of grants, but the money goes directly to community organizations such as schools and neighbourhood associations, business and labour groups. Funding will be available for projects and strategies geared to creating lasting community/police partnerships that are not dependent on ongoing provincial government funding. The objective is to provide support for community groups so that they can work together with police services on joint proposals that address the needs of the community.

This grant program will begin in Fall, 1995, after a consultative process with community groups to develop criteria. Total funding for this program is \$9 million.

Third, ONTARIO POLICE COLLEGE FUNDING:

The transition to community policing requires not only a commitment to an idea, but restructuring and re-allocation of resources. Training programs for managers and officers in problem-oriented policing and specialized enforcement must be developed. To support this important component of the full implementation of community policing, we are allocating more than \$5 million to the Ontario Police College.

Fourth, MINISTRY SUPPORT:

Partners in Community Safety builds on the leadership and significant initiatives already underway in police services across Ontario. The successful transition to community policing depends on individual police services being able to continue reviewing their organizational structures, administrative and operational policies and practices to ensure that they fully support the goals of community policing.

Therefore, the Ministry will research and develop the practical tools and resources that will provide direct assistance to police services in making the transition to community policing.

Fifth, DIRECT FUNDING FOR THE ONTARIO PROVINCIAL POLICE:

In order to assist the OPP in its goal to fully implement community policing in the rural services, we are allocating to them an additional \$8 million over the next five years. This funding will make possible the accelerated hiring of forty additional officers, as well as more staff development and training.

Finally, I want to address the other two components in today's announcement:

Enhancement of the R.I.D.E. program is a response to the importance and success of this program. Funding over the next five years will be doubled to \$1.2 million annually. This additional funding will assist in reducing impaired driving incidents, and improve road safety throughout the province.

The Community Corrections component of this initiative demonstrates this ministry's commitment to increasing community supervision as well as providing offenders under its care with the treatment and counselling necessary to address a complex range of problems. The caseload of probation and parole officers is increasingly complex, and there is an immediate need for more officers, which this additional funding of \$3 million will make possible.

Partners in Community Safety is a 5-year, comprehensive strategy for working together—for and with—the communities we all serve. It will improve community safety, support community partnerships and enhance front-line service delivery. It brings together the Ontario government, municipalities, police service boards and police services to implement our community policing, crime prevention and focused enforcement strategies.

Partners in Community Safety brings new funding and focus to the shared responsibility for community safety in Ontario. Today, I welcome this opportunity to work with all the partners in community safety.

END

INTERNATIONAL SEMINAR ON MODERN DEFINITIONS **Communism and Human Rights**

Toronto, Canada • March 1995

Item
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March 1, 1995

With this note we are sending you an invitation to the International Seminar on Modern Definitions, it's Programme and a registration form. This year's Seminar opens in Toronto on March 25 under the theme of *Communism and Human Rights*. The Toronto International Seminar is hosted by the Communist Party of Canada (Marxist-Leninist).

The International Seminar is open to all interested individuals and organizations, whether they agree with communism or not. If you are interested in participating, page two of the invitation has information to assist you in preparing and a note on the rules for the Seminar.

A member of the Organizing Committee will be calling you soon to find out if you are interested in participating in the Seminar. Until then, feel free to call or fax for more information. Please post the notice on bulletin boards and forward it to other interested individuals and organizations. We hope to meet you at the Seminar!

— ORGANIZING COMMITTEE —

P.O. Box 264, Adelaide Station, Toronto, Ontario M5C 2J4

Telephone/Fax (416) 253-4475

In Ottawa: (613) 241-7052 • In Montreal: (514) 522-1373 • E-Mail: cpc_ml@fox.nsn.ca

INTERNATIONAL SEMINAR ON MODERN DEFINITIONS **Communism and Human Rights**

**Opening Session • March 25 • 11am
Toronto • March 27 to 31, 1995
252 Bloor St. West • Auditorium**

An International Seminar on *Modern Definitions: Communism and Human Rights* will be held in Toronto from March 27-31, 1995, hosted by the Communist Party of Canada (Marxist-Leninist). This is the third International Seminar held on questions related to the Communist and Workers' Movement, the first two having been held in Britain and the U.S. respectively.

What united the sponsoring organizations is the necessity to develop discussion on questions relating to the Communist and Workers Movement. This is the first International Seminar to be held in Canada since CPC(M-L) adopted its general line for the current period in August of last year in the form of *Contemporary Marxist-Leninist Thought*. The Seminar will provide those interested with the opportunity to examine CPC(M-L)'s work and positions on this issue as well as to listen to representatives of the other sponsoring organizations and invited guests speak on their pre-occupations.

The aim of the International Seminar is to provide a broad range of information about the problems of vital concern to the people. Participants may agree or disagree on various questions but the success or failure of the program will be judged on the basis of how far the various issues have been elaborated. For instance, the people organised by CPC(M-L) to present papers will only pay attention to one consideration: elaborating the topic they have taken up. Whether the conclusions they reach jive with those of CPC(M-L) or any other organization is of no concern to them. How far they can justify the theses they present will be their own concern.

CPC(M-L) is hosting this International Seminar

Communism is alive and well. At the same time, CPC(M-L) is interested in presenting its views on what the social and political agenda should be, in line with the demand that the agenda of all political forces should be openly presented and discussed. Furthermore, CPC(M-L) wants to present its vision of Canada and the world and seeks the political unity of all forces behind the program of nation-building, so as to open a path for the progress of society.

Everyone Should Attend!

Through this brochure, CPC(M-L) is inviting all those concerned with political affairs, those involved in the sphere of human and other rights as well as to those dealing with political and economic affairs, theory and philosophy to attend the International Seminar. Anyone can attend the Seminar whether they agree with communism or not, so long as they abide by its rules.

No communist or left-leaning person can afford to miss the International Seminar, no matter which organisation he or she belongs to at this time or belonged to in the past or what stands they take today or took in the past. The times demand that today all communists and left-leaning persons and organizations must march together in order to create a better future with communism. The past can and will look after itself. It is the present which is beckoning all the communists and left-leaning people to unite and work together for the victory of communism. By relying on the courage of their convictions, everyone should participate in the International Seminar by presenting their views and contributing to the discussion.

Equally importantly, if not more so, there are

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of workers' rights, job security
employment or those who are fighting
or against the cutbacks to social
the student youth for their rights to
women or national minorities, the
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it the present situation and forge a
behind which everyone can unite in
e door to the progress of society.

js, human hands and human brains,
in class and people and not economic

PREPARATION

Participants are asking what they can do to
prepare for the Seminar. Speaking seriously, they
can prepare by coming to the International
Seminar with an open mind. An open mind is the
greatest virtue at a time when every kind of
prejudice is being passed off as an asset.
Secondly, they can work out their own views on
the matters to be discussed and present these
views whenever they deem appropriate. Thirdly,
they can work out what is really desired at this
time in terms of the aim people should set for
themselves in the political sense and the
ideological and political considerations to be
taken into account in setting this aim. Lastly, they
can acquaint themselves with the body of
knowledge available at this time on the subjects
which will be dealt with. To familiarise oneself with
the experience humankind has attained in a
particular field will enhance the quality of the
participation in the Seminar.

RULES

As all the sessions are public, certain rules
will apply. All participants must register (see
registration form on page 4) and agree to abide by
the rules and regulations set by the Organizing
Committee. To facilitate discussion, all participants
have to agree to stick to the topics under
discussion and either contribute to their
elaboration by asking questions or by making their
own contributions. No attacks of a personal nature
will be allowed, whether about any participant or
their organizations. All participants will be called
on to intervene in turn and must not speak longer
than decided by the Chair at the beginning of each
session. All those interested in presenting papers
must submit abstracts beforehand and will be held
to the allotted time constraints.

and political elites, comprise the greatest asset of the
nation, along with nature. Setting them in motion is the
condition for all progress. Let all human beings, human
hands and human brains get together to advance the
cause which belongs to all of us, to provide a secure
future.

**COME AND GET TO KNOW WHAT THE
INTERNATIONAL SEMINAR IS ALL ABOUT AND
MAKE YOUR OWN CONTRIBUTION
TO ITS SUCCESS!**

Program of the International Seminar

OPENING SESSION : MARCH 25 • 11:00 AM

The release of the book *Historic Initiative* by Hardial Bains,
National Leader of the Communist Party of Canada (Marxist-Leninist)
on the Five Year Plan of Action launched by CPC(M-L) on January 1, 1995

MORNING AND AFTERNOON SESSIONS

The morning and afternoon sessions will be devoted to discussion on specific areas of concern to the people at this time.

Morning Sessions: Part I - 9:00 am to 10:30 am / Part II - 10:30 am to 12:00 noon

Afternoon Sessions: Part I - 2:00 pm to 3:30 pm / Part II - 3:30 pm to 5:00 pm

Three papers of fifteen minutes each in length will be presented one after the other in each part of the session, followed by 45 minutes of discussion on the theses presented. To encourage an exchange of opinions with those who present papers and amongst the participants, at least 2 hours will be set aside from Monday to Thursday inclusive for this purpose from 12:00 noon to 2:00 pm and 5:00 pm to 7:00 pm.

DAY ONE

Monday, March 27

9:00 am to 5:00 pm

Topic: The Economy

The modern definition of the economy, starting from what the economy should be and other related matters

DAY TWO

Tuesday, March 28

9:00 am to 5:00 pm

Topic: The Modern Working Class Movement

Who is a worker under the present conditions?

Is there such a thing as a working class? What is an

organization of the working class? What is the role of the trade unions under the current conditions?

The discussion will lead to the full elaboration of the *Modern Working Class Movement*.

DAY THREE

Wednesday, March 29

9:00 am to 5:00 pm

Topic: Communism

What is Communism and what is Contemporary Marxist-Leninist Thought?

What is the Modern Definition of a Communist Party and the Role of the Human Factor and Consciousness in Social Transformations and other related questions.

DAY FOUR

Thursday, March 30

9:00 am to 5:00 pm

Topic: A Modern Definition of Rights

A Modern Definition of Human Rights and the affirmation of women, youth, children, the elderly and disabled, self-determination for Quebec and the rights of the Aboriginal nations and others

A special session devoted to the youth will be held in the form of a Youth and Student Conference on April 1 at 1:00 pm.

A special session devoted to women will be held in the form of a Conference on April 2 at 1:00 pm.

DAY FIVE

Friday, March 31

9:00 am to 6:00 pm

All-Day Plenary

Discussion on the entire International Seminar in which the issues raised during the first thirty-nine hours will be highlighted and a resolution presented on the kind of future program,

if any, could emerge out of the seminar

BANQUET

7:00 PM • MARCH 31, 1995

Banquet to celebrate the 25th Anniversary of the founding of the Communist Party of Canada (Marxist-Leninist)

EVENING SESSIONS

7:00 PM • MARCH 27-30

Topic: Communism and Human Rights

The evening sessions will be devoted to presentations by different Marxist-Leninist Parties and organizations and invited guests.

They will start at 7:00 pm. and go until 10:00 pm. every evening from Monday March 27 to Thursday March 30.

Representatives of the six sponsoring organizations and other fraternal and invited guests

will present papers on topics of their choice, no longer than twenty minutes in length, to be followed by a discussion of twenty-five minutes.

The time for presentation and discussion will be adjusted according to the number of speakers.

INTERNATIONAL SEMINAR ON MODERN DEFINITIONS Communism and Human Rights

Opening Session • March 25 • 11:00 am
in Toronto • March 27 to 31, 1995
252 Bloor St. West • Auditorium

REGISTRATION FORM

Please fill in the following form and mail or fax to:

Organizing Committee,
International Seminar on Modern Definitions,
P.O. Box 264, Adelaide Station, Toronto, Ontario M5C 2J4
or fax to (613) 241-7052, or E-mail to cpc-ml@tox.nstn.ca
For further inquiries: Ottawa (613) 241-7052 • Toronto (416)
253-4475 • Montreal (514) 522-1373

(Registration may also be done on site on March 25, 1995 from 9:00 a.m. to
12:00 noon, or for each day at 8:30 am or half an hour before each session begins.)

NAME

OCCUPATION

ORGANIZATION or INSTITUTION (if any)

POSITION (if any)

ADDRESS

TEL

FAX

E-MAIL

REGISTRATION INFORMATION

- ☐ I would like to register as a participant for all sessions of the International Seminar and
- ☐ I am enclosing a registration fee of ☐ \$25.00 for the full seminar.
- ☐ I would like to register for only the following sessions of the International Seminar:
 March 27 ☐ morning ☐ afternoon ☐ evening
 March 28 ☐ morning ☐ afternoon ☐ evening
 March 29 ☐ morning ☐ afternoon ☐ evening
 March 30 ☐ morning ☐ afternoon ☐ evening
 March 31 ☐ day
- ☐ I am enclosing a registration fee of ☐ \$5.00 per session for a total fee of \$
- ☐ I would like to present a paper at the International Seminar. I agree to submit an abstract for consideration by the Organizing Committee, before March 19, 1995.
- ☐ Please send me further information about this program.

I agree to abide by the rules of order as decided by the Organizing Committee
to facilitate the presentation of views at the Seminar

IMPORTANT NEW BOOK

The book *Historic Initiative* by Hardial Bains, national leader of the Communist Party of Canada (Marxist-Leninist), will be released at 11:00 am on March 25 at the same location. This book deals with the Five Year Plan of Action launched by CPC(M-L) on January 1, 1995 to engage Canadians in the project of nation-building so as to open society's path to progress. Everyone is welcome to attend.

BANQUET

A banquet will be held at 7:00 p.m. on March 31, 1995 to celebrate the 25th Anniversary of the Founding of the Communist Party of Canada (Marxist-Leninist). Those who would like to attend require a separate invitation. Please indicate if you would like an invitation to attend the banquet.

- ☐ Yes, I would like to attend the banquet. I am enclosing an additional contribution (minimum \$25.00 per person) to help defray the expenses in the amount of \$.....

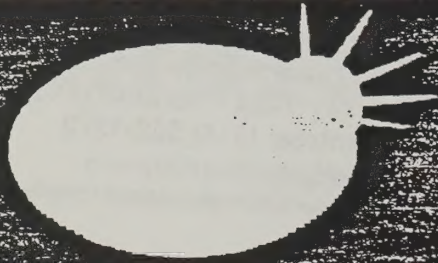
Please make all cheques payable to
The Marxist-Leninist Party of Canada

Signature

Date

Date Received

Registration Number



MINORITY RIGHTS

March 25:

March 26:

Attn.
Chris
Fobler

Draft Program

Given the enthusiastic response and the broad range of subjects which are being covered at the Public Forum on Minority Rights, the Organizing Committee has decided to arrange the entire program into a number of sessions each with its own specific theme. At the same time, the Organizing Committee feels that this will ensure ample opportunity for audience participation.

This draft program provides the basis for the final program which will be released at the time of registration between 9:00 am and 12:00 noon at the Forum. If you have any comments or suggestions about the program, you are welcome to contact the Organizing Committee before March 18, 1995.

We hope that this program will do justice to the topic of Minority Rights and that proposals for future actions will come out of it. Once again we warmly invite everyone to participate in this program*.

MARCH 25: DAY ONE

OPENING SESSION: 1:00 pm - 2:30 pm

Affirming Minority Rights: A Modern Perspective

Opening Address: Sandra Smith, *Editor of Today/Tomorrow*

Break: 2:30 pm

SESSION TWO: 3:00 pm - 4:30 pm

The Missing "S":

The Struggle for the Rights of the Aboriginal Peoples of Canada

What Attitude Towards the Quebec Referendum?

Speakers: Mary Stanley *Native activist*

James Plewak *Native activist*

Claude Brunelle *Marxist-Leninist Party of Quebec*

Gurmit Kaur *Secretary, South Asia Research Institute*

Discussion: 4:00 pm • **Break:** 4:30

SESSION THREE: 5:00 pm - 6:30 pm

Fighting for Life in a System Which Demands that Everyone

Fend for Themselves: Affirming the Rights of the Differently Abled

Gender Inequality and the Affirmation of Women

Speakers: Judith Snow *Centre for Integrated Education and Community, Inclusion Press*
Terry Theriault *Editor, Modern Care*
Indira Nunner *Co-chairperson, Organizing Committee for the Public Forum on Minority Rights*
Julie Northrup *Vice-President, Women's Association of Etobicoke*

Discussion: 6:00 pm • **Break:** 6:30 pm

SESSION FOUR: 7:00 pm • 8:30 pm

Taking a Bold Step Together in Defence of the Rights of All

Public Session of the 18th National Convention of the People's Front/ East Indian Defence Committee

Speakers: Barbara Seed *Co-chairperson, Organizing Committee for the Public Forum on Minority Rights*
V. Siddharth *Secretary, Association of Indian Progressive Study Groups*
Steve Rutchinski *People's Front/EIDC, Toronto Region*

SESSION FIVE: 8:30 pm • 10:00 pm

Through No Fault of their Own: Rights of Refugees, Visitors, Immigrants, Citizens

Speakers: Dr. A.S. Oberoi *Member, Committee for the Defence of the Democratic Rights of the People (CDDP), Montreal*
Dr. Sam Ifejiika *Coordinator, Jesuit Refugee Services - Canada*
Dr. Samuel MerhaWoldu *Centre for Refugee Studies, York University*
Adongo Ogonoi *Toronto Committee Against Racism*

Discussion: 9:30 pm

Closing of Day One: 10:00 pm

Remarks: Dr. Jeffrey Goodman *International Committee on Rights*

MARCH 26: DAY TWO

SESSION SIX: 10:00 am • 11:30 am

Racism and Multiculturalism

Speakers: Dr. Raj Mishra *Director, South Asia Research Institute*
Elfatih Osman *Assistant to the Executive Director, Canadian Arab Federation*
Michael H. Clifton *Publisher/Editor, Toronto Journal of Inter-Faith Dialogue*
Anna Di Carlo *Leader, Canadian Renewal Party*

Discussion: 11:00 am

SESSION SEVEN: 11:30 am • 1:00 pm

On the Culture of Minorities

Speakers: Professor Y. S. Bains *Teacher of post-colonial drama, classical Asian drama and English literature*
Professor Norma Jencks *Editor, American Drama*
Fernand Deschamps *Teacher, attitude towards education of minorities in the Toronto area*
Diane Zack *Teacher, minority education in Winnipeg*

Discussion: 12:30 pm

SESSION EIGHT: 1:00 pm • 2:30 pm

Youth In the Nineties

Speakers: Saroj Bains *High school student, Youth Today*
Deanna Cadette *Journalist, Youth Today and Today/Tomorrow*
Louise Waldman *Graduate student, University of Ottawa*
Normand Chouinard *Post-graduate student, University of Quebec*

Discussion: 2:00 pm

SESSION NINE: 2:30 pm - 4:00 pm

Making a Case for Collective Rights: Reports from Around the World

Speaker: Luis Nieves Falcón *Lawyer and Coordinator, International Campaign for Release of Puerto Rican Independence Fighters*
 Jacquelin Eugène *Mayor of Cap Haïtien*
 Olga Carrero *Les Ateliers de la culture uruguayenne*
Speaker from the Philippines to be announced

Discussion: 3:30 pm

SESSION TEN: 4:00 pm - 8:30 pm

FOCUS ON SOUTH ASIA

PART I: 4:00 pm - 5:30 pm

Kashmir: Prospects for Peace

Speaker: Zafar Khan, *Jammu & Kashmir Liberation Front, England*

Problems of Minorities in Pakistan

Speaker: Dr. Manzoor Ejaz *Academy of Punjab in North America*

Human Rights of the Marginalized People: Focus on the Dalits

Speaker: Yogesh Varhade *President, Ambedkar Centre for Justice and Peace*

Issues of Mithila and Maithili

Speaker: Amarnath Jha *President, Maithili Association, U.S.A.*

Discussion: 5:00 pm

PART II: 5:30 pm - 7:00 pm

Uttarakhand - A People Denied

Speakers: Victor Bannerjee *Noted actor, star of "Passage to India"*
 Jaspal Singh *Writer and poet*

Punjab: People and their Problems

Speakers: Justice Ajit S. Bains *Retired Judge of Punjab and Haryana High Court*
 Professor J. S. Grewal *Ex-Vice Chancellor, Guru Nanak Dev University, Amritsar*
 and *Ex-Director, Indian Institute of Advanced Studies, Simla*

Discussion: 6:30 pm

PART III: 7:00 pm - 8:30 pm

Problems of Democracy and Minority Rights in India

Speakers: Justice Hosbet Suresh *Retired Judge of Bombay High Court,*
Author of an independent report on the Bombay Riots of January 1993
 Justice V. Krishna Iyer *Former Judge of Supreme Court of India*
 Professor N. A. Karim *Ex-Pro Vice-Chancellor, Kerala University*

Discussion: 8:00 pm

SESSION ELEVEN: 8:30 pm - 10:00 pm

Resolutions and Plenary

Against the U.S. Blockade of Cuba, Against the Head Tax on Immigrants, and others

MINORITY RIGHTS

REGISTRATION FORM

Please fill in the following form and mail to:

Organizing Committee
Public Forum on Minority Rights
P.O. Box 48523
3605 Lakeshore Blvd. West,
Etobicoke, Ontario M8W 1P5
or phone or fax to (905) 455-7285

(Registration may also be done on site on March 25 or 26, 1995 from 9:00 a.m. to 12:00 noon, or for each day at 8:30 am or half an hour before each session begins.)

NAME _____

OCCUPATION _____

ORGANIZATION or INSTITUTION (if any) _____

POSITION (if any) _____

ADDRESS _____

TEL _____

FAX _____

E-MAIL _____

REGISTRATION INFORMATION

- ☐ I would like to register as a participant for all sessions of the Public Forum.
- ☐ I am enclosing a contribution of \$ to assist in defraying the costs of the Forum. The minimum contribution for the whole Forum is \$10.00.
- ☐ I would like to register for only the following sessions of the Public Forum:
- March 25 ☐ Session One ☐ Session Two ☐ Session Three
 ☐ Session Four ☐ Session Five
- March 26 ☐ Session Six ☐ Session Seven ☐ Session Eight
 ☐ Session Nine ☐ Session Ten ☐ Session Eleven
- ☐ I am enclosing a contribution of \$ to assist in defraying the costs of the Forum. The minimum contribution per session is \$2.00. The minimum contribution for Session Ten entitled "Focus on South Asia" is \$5.00.

Please make all cheques payable to People's Front/East Indian Defence Committee

I agree to abide by the rules of order as decided by the Organizing Committee
to facilitate the presentation of views at the Forum

Signature _____

Date _____

Signature (Organizing Committee) _____

Registration Number _____

MINORITY RIGHTS

SPECIAL INTEREST PROGRAMS

*Please fill in the form on the reverse side
and mail to:*

Organizing Committee
Public Forum on Minority Rights
P.O. Box 48523
3605 Lakeshore Blvd. West,
Etobicoke, Ontario M8W 1P5
or phone or fax to (905) 455-7285

SPECIAL NOTICE

Considering the great interest people have shown in some of the specific topics to be covered by the Public Forum on Minority Rights, the Organizing Committee is planning to make some or all the speakers available so that on-going discussion can take place in separate rooms throughout the Forum. For instance, there is a lot of interest in the topic of minority rights itself and in the affirmation of women, the rights of national minorities, the problems of multiculturalism, and others. Please inform us if you are interested in raising some specific questions with the speakers so that we can make certain speakers or resource people available to you in the course of the proceedings of the Forum.

Also, the entire proceedings of the Public Forum will be made available for sale in printed, audio and video forms. If you are interested in all or part of the proceedings, you can place your orders with us now. Photographs will be displayed in the course of the proceedings which will also be available for purchase.

Special Discussions under the topics Youth, Women and Focus on South Asia are going to be held during the weekend of April 1 and 2 in which invited guests will participate. You can make plans to participate in them according to the following schedule:

YOUTH IN THE NINETIES April 1, 1995 • 1.00pm Toronto

ON THE AFFIRMATION OF WOMEN April 2, 1995 • 1.00pm Toronto

FOCUS ON SOUTH ASIA April 2, 1995 • 3.00pm Toronto

If you are interested in receiving further information on these Special Discussions, please call us.

Various speakers will be in the Toronto area from March 25 to April 2, inclusive. Please contact us if you would like to organize a program of meetings with them, either private or public, or if you would like to have an interview with one of the speakers.

(Please fill in form on reverse side)

SPECIAL INTEREST PROGRAMS

Application Form*

- ☐ I would like to join with others in a special discussion on the topic
.....
with the speaker/resource person.....
.....
- ☐ I would like to organize a ☐ public ☐ private meeting(s):
Where:
Date & Time:
Group/person responsible for expenses, logistics:
.....
- ☐ I would like to have an interview with
..... at the following
date and time
- ☐ I would like to place an order for a record of the Public Forum in the
following form:
- ☐ Audio ☐ all sessions ☐ specific sessions (please specify):
.....
- ☐ Video ☐ all sessions ☐ specific sessions (please specify):
.....
- ☐ Printed ☐ all sessions ☐ specific sessions (please specify):
.....

NAME _____

OCCUPATION _____

ORGANIZATION or INSTITUTION (if any) _____

POSITION (if any) _____

ADDRESS _____

TELEPHONE _____

FAX _____

E-MAIL _____

*I agree to abide by the rules as decided by the Organizing Committee
to facilitate these Special Interest Programs*

Signature _____

Date _____

Signature (Organizing Committee) _____

Registration Number _____



THE WENTWORTH COUNTY BOARD OF EDUCATION

THE MEMORIAL BUILDING, 357 WILSON STREET EAST, ANCASTER, ONTARIO L9G 4B7
TELEPHONE (905) 523-8621 FAX (905) 648-5583

Mayors Race Relations Committee
71 Main St. W.
Hamilton, Ontario
L8N 3T4

Hen
5 (d)

Dear Stella Glover:

As you are aware, the Wentworth County Board of Education has developed a draft Antiracism and Ethnocultural Equity Policy. The draft policy was directed for review to groups both within and outside of our system. We hoped to ensure through this process that there was the widest possible input for the policy and for the development of an implementation plan for achieving equity within the Board for students, staff, parents and community members. Accordingly, at that time we asked for your assistance and many groups graciously took time and effort to respond. The input which many community groups provided at that time was used to review and revise our policy and to develop the implementation plan. Many of the groups we contacted indicated that they would be able to provide greater input if they could see the Board's proposed implementation plan.

Enclosed please find a copy of our revised Board policy and guidelines, the newly developed implementation plan and an accompanying Community Group Response Form for your use. We would be most appreciative if you or members of your group would study the implementation document and provide your suggestions for improvement. If you do not feel comfortable with the Response Form, please feel free to write right on the Implementation Plan itself and return that to us.

Tyrone Childs, a member of our Antiracism and Ethnocultural Equity Committee (627-3521) has been assigned as your contact person. He will contact you shortly to offer assistance in helping you respond to this policy if you feel that this is a task you would like to undertake.

Please feel free also to contact me at the Wentworth County Board Offices (523-8621) if there are questions or concerns you would like to address.

Thank you in advance for your input.

Yours truly,

K. Croxall per mk

Krys Croxall
Superintendent of Schools - East
Antiracism and Ethnocultural Equity Committee Chairman

1995.03.15
KC/mk
encl.

Community Group: _____

The Wentworth County Board of Education

**DRAFT ANTIRACISM AND ETHNOCULTURAL EQUITY
IMPLEMENTATION PLAN
COMMUNITY GROUP RESPONSE FORM**

PLEASE RETURN BY APRIL 3, 1995 TO:

**Krys Croxall, Superintendent of Schools - East
Wentworth County Board of Education
357 Wilson Street East
Ancaster, Ontario
L9G 4B7
FAX (905) 648-5583**

Please express any **PROBLEMS** or **CONCERNS** which your group has with the following sections of the Antiracism and Ethnocultural Equity Implementation Plan. Please provide any **SUGGESTIONS** or comments your group has **FOR IMPROVEMENT**.

Section 1 **Board Policies, Guidelines, and Practices**

Section 2 **Leadership**

Section 3 **School-Community Partnership**

Section 4 **Curriculum**

Section 5 Student Languages

Section 6 Student Evaluation, Assessment, and Placement

Section 7 Guidance and Counselling

Section 8 Racial and Ethnocultural Harassment

Section 9

Employment Practices

Section 10

Staff Development

DRAFT

Final Draft: February 21, 1995

POLICY #

ANTIRACISM AND ETHNOCULTURAL EQUITY

It is the policy of The Wentworth County Board of Education to support the elimination of racism in all its forms, to affirm support for and adherence to the principles of racial and ethnocultural equity as embodied in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Employment Equity Act, and to promote programs, services and activities which will create and sustain harmony and an ethnoculturally equitable climate amongst staff, students and community.

ADMINISTRATIVE REGULATIONS:

1. **Board Policies, Guidelines and Practices:**

The Wentworth County Board of Education shall not tolerate individual or systemic discrimination and shall actively demonstrate its commitment to the principles of antiracism and ethnocultural equity in its policy statements, guidelines, operations and practices.

2. **Leadership:**

The Wentworth County Board of Education shall provide leadership at board, administrative and all staff levels to identify systemic inequities and barriers, to remove all forms of racism and to promote ethnocultural equity.

3. **Community Relations:**

The Wentworth County Board of Education is committed to taking action to encourage active participation of racial and ethnocultural groups in the development and realization of equitable educational policies, practices and outcomes.

Constructive, open dialogue and partnerships with parents and community groups shall be developed and maintained on an ongoing basis.

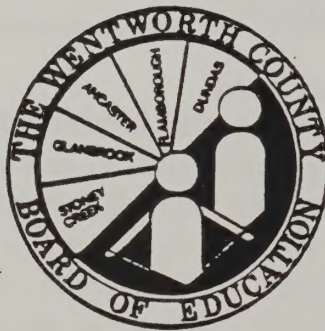
4. **Curriculum:**

The Wentworth County Board of Education shall ensure that its curriculum, learning materials and school practices reflect antiracism, promote racial harmony and the appreciation of cultural diversity.

5. **Student Languages:**
The Wentworth County Board of Education shall provide all students with the opportunity to acquire competence in one of Canada's official languages. Students who have a first language other than English or French shall be encouraged to add to their linguistic repertoire and shall not be perceived as deficient in language.
6. **Student Assessment, Placement and Programming:**
The Wentworth County Board of Education shall endeavour to provide bias-free assessment, placement and programming for students of all races, creeds and ethnocultural backgrounds to meet their educational needs and to maximize their learning potential.
7. **Counselling and Guidance:**
The Wentworth County Board of Education shall provide counselling and guidance services which reflect the principles of antiracism and ethnocultural equity. This includes services provided by guidance counsellors, social workers, speech/language pathologists and consultants/coordinators.
8. **Racial and Ethnocultural Harassment:**
The Wentworth County Board of Education in adherence to the Ontario Human Rights Code shall ensure that every individual in and having involvement with the school system has the right to freedom from all forms of racial and ethnocultural harassment.
9. **Employment Practices:**
The Wentworth County Board of Education shall ensure fair and equitable treatment of all racial and ethnocultural groups through employment practices that do not discriminate directly, indirectly or systemically.
10. **Staff Development:**
The Wentworth County Board of Education shall provide the resources and training, facilitated by experienced and knowledgeable personnel, to assist all trustees and school board staff to acquire the knowledge, skills, attitudes and behaviours to identify and eliminate racial and ethnocultural bias and discrimination.
11. This policy shall be implemented in accordance with the Antiracism and Ethnocultural Equity Guideline/Handbook.

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THE ANTIRACISM AND ETHNOCULTURAL EQUITY POLICY HANDBOOK



**THE WENTWORTH COUNTY BOARD OF EDUCATION
MARCH 1995**

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BOARD POLICIES, GUIDELINES AND PRACTICES

- 1.0 The Wentworth County Board of Education shall not tolerate individual or systemic discrimination and shall actively demonstrate its commitment to the principles of antiracism and ethnocultural equity in its policy statements, guidelines, operations and practices.

GUIDELINES:

- 1.1 All existing and new board policies, guidelines, operations and procedures will clearly articulate the Board's commitment to principles of antiracism and ethnocultural equity.
- 1.2 Racial and ethnocultural biases in board policies, guidelines and day-to-day practices shall be eliminated.
- 1.3 Effective monitoring and evaluation mechanisms shall be established for measuring progress towards antiracism and ethnocultural equity and to ensure that all facets of this policy and its administrative regulations are implemented.
- 1.4 This policy and its administrative regulations shall be communicated to all staff and students and made available to all parents/guardians and individuals in and having involvement in the school system.

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LEADERSHIP

- 2.0 The Wentworth County Board of Education shall provide leadership at board, administrative and all staff levels to identify systemic inequities and barriers, to remove all forms of racism and to promote ethnocultural equity.

GUIDELINES:

- 2.1 Leadership initiatives shall raise the awareness and sensitivity of trustees, administrators and staff to the issues of racism and their effect on a school system.
- 2.2 Leadership initiatives shall assist trustees, administrators and staff to develop the knowledge, skills, attitudes and behaviours needed to implement antiracism and ethnocultural policies in the school system.
- 2.3 Antiracism monitoring and ethnocultural equity principles and objectives shall be incorporated into annual plans and year end reports.
- 2.4 Expected outcomes shall be identified for those responsible for Board and school implementation of this policy. These outcomes shall form part of the performance appraisal of all staff.
- 2.5 Board policies and program initiatives shall be consistent with the aims of antiracism and ethnocultural equity.

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COMMUNITY RELATIONS

- 3.0 The Wentworth County Board of Education is committed to taking action to encourage active participation of racial and ethnocultural groups in the development and realization of equitable educational policies, practices and outcomes. Constructive, open dialogue and partnerships with parents and community groups shall be developed and maintained on an ongoing basis.

GUIDELINES:

- 3.1 Communications shall be made in a culturally sensitive manner. The language understood by those in the community to whom its communications are directed may be utilized.
- 3.2 First Nations and racial/ethnocultural community members within the jurisdiction of the Board shall be identified. The effectiveness of community consultation and partnership involvement shall be assessed.
- 3.3 Contributions from students, parents and community members shall be actively solicited in planning activities and programs for schools. At the school level, this shall include a consultation process around issues based on religion, race and ethnocultural concerns, especially those where discrimination may arise. Diverse community groups shall be requested to identify spokespersons.
- 3.4 Community representatives from racial and ethnocultural backgrounds and organizations shall be involved in the development, implementation, monitoring, evaluation and review of the Board's Antiracism and Ethnocultural Equity Policy.

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CURRICULUM

- 4.0 The Wentworth County Board of Education shall ensure that its curriculum, learning materials and school practices reflect antiracism, promote racial harmony and the appreciation of cultural diversity.

GUIDELINES:

- 4.1 All elements in the process of curriculum review, development and implementation shall be consistent with antiracism and ethnocultural equity objectives.
- 4.2 As curriculum is developed or modified, it shall reflect the realities of a culturally and racially diverse society. Learning experiences shall, in an equitable and appropriate way:
- reflect the presence, influence and contributions of peoples of various races, creeds and cultural groups;
 - acknowledge the diversity of peoples of different races, creeds and cultures as part of Canada's identity;
 - ensure that the cultural and racial identities of students are affirmed ;
 - enable students to develop responsible attitudes and positive behaviours towards peoples of diverse races, creeds and cultures.
- 4.3 Curriculum structures, policies, programs and learning materials shall be examined to identify and address bias and discriminatory barriers.
- 4.4 Training for teachers shall be provided to help them identify biased materials and use them constructively to develop students' critical thinking skills about racism.
- 4.5 All areas of curriculum development, implementation and evaluation shall reflect the diversity of staff, students, parents and community members. Curriculum committees charged with any of the tasks required to accomplish these objectives shall be as representative as possible of the diversity of staff, students, parents and the community.

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STUDENT LANGUAGES

- 5.0 The Wentworth County Board of Education shall provide all students with the opportunity to acquire competence in one of Canada's official languages. Students who have a first language other than English or French shall be encouraged to add to their linguistic repertoire and shall not be perceived as deficient in language.

GUIDELINES:

- 5.1 Curriculum programs and activities shall promote respect and affirmation of students' first languages.
- 5.2 All students shall have the opportunity to achieve an appropriate level of literacy in at least one official language.
- 5.3 Appropriate support programs shall be provided to encourage and promote language learning.

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STUDENT ASSESSMENT, PLACEMENT AND PROGRAMMING

- 6.0 The Wentworth County Board of Education shall endeavour to provide bias-free assessment, placement and programming for students of all races, creeds and ethnocultural backgrounds to meet their educational needs and to maximize their learning potential.

GUIDELINES:

- 6.1 Appropriate assessment, placement and programming practices shall be as free as possible from racial and cultural bias in order to accurately evaluate the skills in question.
- 6.2 Students and parents/guardians shall be informed of the procedures and involved in the process of registration, assessment and placement decisions.
- 6.3 Placement decisions shall remain subject to reexamination in order to ensure that a student's educational and career opportunities are not limited.

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COUNSELLING AND GUIDANCE

- 7.0 The Wentworth County Board of Education shall provide counselling and guidance services which reflect the principles of antiracism and ethnocultural equity. This includes services provided by Board personnel such as teachers, administrators, guidance counsellors, social workers, speech/language pathologists and consultants/coordinators.

GUIDELINES:

- 7.1 Educational and career-planning programs shall be free of racial and ethnocultural stereotyping.
- 7.2 Students shall be assisted with the identification of career options and appropriate academic paths.
- 7.3 Partnerships shall be created and maintained amongst schools, home, community, business and industry. These partnerships shall be utilized in program review and development.
- 7.4 Appropriate communication strategies shall be in place to keep parents/guardians and students informed of the students' current educational achievement, progress and plans for the future.
- 7.5 Education, training and support shall be provided for counsellors in order that they may determine and serve the counselling and guidance needs of a diverse student population.
- 7.6 Guidance and counselling services shall be assessed to determine if they meet students' needs.

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RACIAL AND ETHNOCULTURAL HARASSMENT

- 8.0 The Wentworth County Board of Education in adherence to the Ontario Human Rights Code shall ensure that every individual in and having involvement with the school system has the right to freedom from all forms of racial and ethnocultural harassment.

GUIDELINES:

- 8.1 Effective procedures in accordance with Policy 9.13 Harassment shall be in place for reporting, responding to and resolving incidents of racial and ethnocultural harassment. Policy 9.13 ensures that every individual has the right to lodge a complaint of harassment without fear of reprisal or threat of reprisal, and that every complaint shall be investigated in a rigorous but unbiased and confidential manner in order to protect the rights of all individuals.
- 8.2 Staff shall be provided with the training to respond effectively to alleged incidents of harassment.
- 8.3 An effective monitoring system shall be established to track all reports of harassment, the responses and the resolutions to these reports.
- 8.4 These policies and procedures shall be communicated to all staff and students and made available to parents/guardians and individuals in and having involvement with the school system.

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EMPLOYMENT PRACTICES

- 9.0 The Wentworth County Board of Education shall ensure fair and equitable treatment of all racial and ethnocultural groups through employment practices that do not discriminate directly, indirectly or systemically.

GUIDELINES:

- 9.1 All vacancies to be filled by internal recruitment shall be advertised widely within the organization and in accordance with collective agreement provisions.
- 9.2 All vacancies to be filled by external recruitment shall be advertised externally through appropriate media and outreach to designated groups.
- 9.3 Recruitment, interview, selection, training and promotion practices and procedures shall be bias-free and inclusive.
- 9.4 Interview teams for board positions shall reflect, as much as possible, the diversity within the community.

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STAFF DEVELOPMENT

- 10.0 The Wentworth County Board of Education shall provide the resources and training, facilitated by experienced and knowledgeable personnel, to assist all trustees and school board staff to acquire the knowledge, skills, attitudes and behaviours to identify and eliminate racial and ethnocultural bias and discrimination.

GUIDELINES:

- 10.1 Staff development needs shall be identified to ensure that those responsible for implementing the Antiracism and Ethnocultural Equity Policy have or develop the knowledge, skills and behaviours to carry out the mandate.
- 10.2 Staff development programs based on the identified needs shall be implemented to enable trustees and staff to understand the manifestations of racism and to deal effectively with issues of racism and incidents of racial and ethnocultural harassment.
- 10.3 All personnel in positions of added responsibility, including those seeking promotion to these positions, shall be expected to acquire professional development in the areas of ethnocultural equity and antiracism, and to demonstrate leadership in implementing this policy.
- 10.4 Trustees and staff shall be provided with the skills to identify and deal with bias in learning materials and to select anti-racist, multi-racial material.
- 10.5 Racial and ethnocultural communities shall be involved on an ongoing basis in the development and implementation of in-service and staff development programs.
- 10.6 Board staff and trustees shall be made aware that they are expected to take advantage of opportunities to broaden and enhance their expertise in antiracism and ethnocultural education.

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GLOSSARY

The following are key terms in the areas of antiracism and ethnocultural equity.

Aboriginal Peoples

The original habitants, or indigenous peoples, of Canada and their descendants. Aboriginal peoples include the Indian, Inuit, and Métis peoples of Canada.

Affirmative Action

Programs or specific measures designed to make educational and employment opportunities more accessible to individuals or groups who have previously been excluded from full participation in the life of the community and/or society in general. In Canada, this term has become synonymous with initiatives that promote gender equity in the workplace.

Antiracist Education

An approach to education that integrates the perspectives of Aboriginal and racial minority groups into an educational system and its practices. The aim of antiracist education is the elimination of racism in all its forms. Antiracist education seeks to identify and change educational policies, procedures, and practices that foster racism, as well as the racist attitudes and behaviour that underlie and reinforce such policies and practices. Antiracist education provides teachers and students with the knowledge and skills to examine racism critically in order to understand how it originates and to identify and challenge it.

Bias

An inaccurate and limited view of the world, a given situation, or individuals or groups. A bias against or towards members of a particular cultural, racial, religious, or linguistic group can be expressed through speech, nonverbal behaviour, and written and other materials.

Community Partnerships

Relationships between institutions and diverse groups within the community in which there is recognition of the experience of people from these groups and evidence of their involvement in the decision making of the institutions.

Culture

The totality of ideas, beliefs, values, knowledge, and way of life of a group of people who share a certain historical background. Manifestations of culture include art, laws, institutions, and customs. Culture changes continually, and, as a result, often contains elements of conflict and opposition.

Discrimination

The practice or act of making distinctions between people based on such characteristics as race, ethnicity, nationality, language, faith, gender, disability, or sexual orientation, which leads to the inequitable treatment of individuals or groups. Discrimination may also have the effect of withholding or limiting access to opportunities, benefits, and advantages that are available to other members of society. The impact of discrimination becomes compounded when two or more factors such as race, gender, disability, etc. are present in the same situation. In determining whether discrimination exists in a given situation, it is important to assess whether the individual's or group's circumstances arise out of historical disadvantages or are the result of an act that denies or curtails their rights.

There are two types of discrimination: direct and systemic.

Direct Discrimination

An overt act, taken on the basis of an individual's or group's response to such characteristics as race, ethnicity, nationality, language, faith, gender, disability, or sexual orientation, that is intended to bring about the inequitable treatment of individuals or groups that possess one or several of these characteristics.

Systemic Discrimination

Discrimination through apparently neutral policies or practices, which are reinforced by institutional structures and power and which result in the inequitable treatment of members of certain groups.

Employment Equity

A program designed to remove systemic barriers to equality of outcome in employment by identifying and eliminating discriminatory policies and practices, remedying the effects of past discrimination, and ensuring appropriate representation of designated groups. Employment equity programs usually involve setting goals and timelines in order to ensure that defined objectives are met by a specified date.

Equity

Equality of access and outcome. An equity program is one that is designed to remove barriers to equality by identifying and eliminating discriminatory policies and practices. Such a program is intended both to remedy the effects of past discrimination and to prevent inequities.

Ethnic

An adjective used to describe groups that share a common language, race, religion, or national origin. Everyone belongs to an ethnic group. The term is often confused with "racial minority".

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Ethnocultural Group

A group of people who share a particular cultural heritage or background. Every Canadian belongs to some ethnic group. There are a variety of ethnocultural groups among the people of African, Asian, European, and indigenous North, Central, and South American backgrounds in Canada. Some Canadians may experience discrimination because of ethnocultural affiliation (ethnicity, religion, nationality, language).

Eurocentric Curriculum

A curriculum that focuses primarily on the experiences and achievements of people of European background. Such a curriculum inevitably marginalizes the experiences and achievements of people of other backgrounds.

Minority Group

A group of people within a given society that has little or no access to social, economic, political, cultural, or religious power. The term may connote inferior social position, or may refer to a group that is small in number.

Multicultural Education

An approach to education, including administrative policies and procedures, curriculum, and learning activities, that recognizes the experiences and contributions of diverse cultural groups. One of the aims of multicultural education is to promote understanding of and respect for cultural and racial diversity.

Prejudice

A set of opinions about and attitudes towards a certain group, or individuals within it, that casts that group and its members in an inferior light and for which there is no legitimate basis in fact. The term is derived from the word "prejudge". Prejudicial attitudes are very resistant to change because concrete evidence that contradicts the prejudiced view tends to be dismissed as "the exception to the rule".

Race

A group of people of common ancestry, distinguished from others by physical characteristics such as colour of skin, shape of eyes, hair texture, or facial features. Nowadays the term is used to designate the social categories into which societies divide people according to such characteristics. Race is also often confused with ethnicity. There are ethnic groups within racial groups.

Racism

A set of erroneous assumptions, opinions, and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures and programs as well as in the attitudes and behaviour of individuals.

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Social Justice

A concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in the social, educational, economic, institutional, and moral freedoms and responsibilities of that society.

Stereotypes

A false or generalized conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based upon misconceptions and false generalizations about racial, age, ethnic, linguistic, religious, geographical, or national groups; social, marital or family status; physical, developmental or mental attributes; or gender.

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1.0 Board Policies, Guidelines and Practices:

The Wentworth County Board of Education shall not tolerate individual or systemic discrimination and shall actively demonstrate its commitment to the principles of antiracism and ethnocultural equity in its policy statements, guidelines, operations and practices.

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
1.1 All existing and new board policies, guidelines, operations and procedures will clearly articulate the Board's commitment to principles of antiracism and ethnocultural equity.	- Communicate the Board's commitment through the following actions: - board motion - statement in Director's report - statements in Board and school publications (including newsletters) - development of pamphlets for parents/community members and students (See also 2.1) - Include statement of Board's commitment in Strategic Action Plan (1995-98)	* All departments of the Board and all schools articulate the commitment to the principles of antiracism and ethnocultural equity in their plans, policies, procedures and guidelines. → * All policies, guidelines and practices reflect the views of a diverse community.	Trustees Director Superintendents Antiracism Committee Principals Budgetary support Strategic Action Plan Committee Survey of parents, staff, community members Joint Advisory Committee Employment Equity Coordinating Committee Diverse community groups All employee groups	Ongoing from 1995 Ongoing from 1995 Joint Advisory Committee 1995-2000 Employment Equity Coordinating Committee 1995-96 Ongoing from 1995	* Director Trustees Superintendents Antiracism Committee Principals Managers * S.O. in charge of Strategic Action Plan * S.O.'s Joint Advisory Committee Employment Equity Coordinating Committee Federations Unions

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
1.2 Racial and ethnocultural biases in board policies, guidelines and day-to-day practices shall be eliminated.	* Provide staff training to assist staff in recognizing biases and systemic discrimination in day-to-day practices: • system wide (for administrators) • school/department level (for all other staff)	* Staff can identify racial and ethnocultural biases/barriers and work towards the elimination of these biases/barriers in day-to-day practices.	Antiracism Committee Representatives of diverse communities, etc. Principals Trainers Program Services support staff Inservice sessions P.A. Day programs	1995-96 (system) 1996-97 (school level)	* Antiracism Committee Support staff Principals Managers

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
1.3 Effective monitoring and evaluation mechanisms shall be established for measuring progress towards antiracism and ethnocultural equity and to ensure that all facets of this policy and its administrative regulations are implemented.	* Antiracism Committee to establish mechanisms to monitor/evaluate progress yearly. * Monitor/evaluate yearly with a report to the Board. * Revise year-end reports by principals, superintendents, and Director to include antiracism and ethnocultural equity information. * Revise evaluation procedures for administration and staff, and selection procedures for positions of added responsibility to include the implementation of this policy.	Monitoring/evaluation mechanisms have been developed and implemented system-wide with regular reports to the Board. Year-end reports have been revised to include antiracism/ethnocultural equity information.	Antiracism Committee Employment Equity Coordinating Committee	1995-96 1996 - ongoing 1996 1996	* Antiracism Committee * Director Superintendents Principals Federations Unions Employment Equity Coordinating Committee

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
1.4 This policy and its administrative regulations shall be communicated to all staff and students and made available to all parents/guardians and individuals in and having involvement in the school system.	* Provide inservice for staff, students, parents and community members. (See 1.1, 1.2) * Provide written policy document and pamphlets for parents, students, and others within the community. * Communicate to diverse community groups in the appropriate manner (including translations if feasible). (See also 1.1)	Inservice has been provided for staff, students, parents and community members. Appropriate print material has been provided for different groups.	Antiracism Committee School staff Support personnel E.S.L. staff	1995-97 → Ongoing from 1995	* Director * Principals - Superintendents - Antiracism Committee

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2.0 Leadership:

The Wentworth County Board of Education shall provide leadership at board, administrative and all staff levels to identify systemic inequities and barriers, to remove all forms of racism and to promote ethnocultural equity.

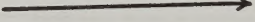
Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
2.1 Leadership initiatives shall raise the awareness and sensitivity of trustees, administrators and staff to the issues of racism and their effect on a school system.	• Communicate to stakeholders in order to promote an understanding of the need for this policy: • newsletters • Month-End Memo • cluster meetings • principals' meetings • staff meetings • federation/union activities (See also 1.1, 1.4)	Trustees and Board staff understand how racism is manifested in the school system and what impact it has on the students and the staff.	Antiracism Committee Superintendents Director Principals Federations/Unions Ministry documents/publications Related materials (print, AV, etc.)	1995-96	* Antiracism Committee - Director * Superintendents - Federations - Unions - Principals

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
2.2 Leadership initiatives shall assist trustees, administrators and staff to develop the knowledge, skills, attitudes and behaviours needed to implement antiracism and ethnocultural policies in the school system.	* Consider the reallocation of staff to create a term-appointment assignment for the implementation of the Antiracism and Ethnocultural Equity Policy and Plan. * Conduct a needs assessment to determine training requirements on a regular basis (every three years). * Train a group of inservice facilitators. Provide inservice opportunities with emphasis on individual and group roles within the implementation of this policy: • trustees • administrative staff • teaching staff • other staff (See also 1.2) * Involve diverse community representatives in the planning and presentation of inservice sessions. (See 3.3, 3.4) * Employ effective mechanisms to evaluate the growth in knowledge, attitudes and behaviours in support of antiracism policies. (See 1.3)	A group of inservice facilitators has been trained and is offering inservice sessions as required. Representatives of community groups participate in planning and presenting inservice to staff. Trustees and board staff use effective strategies to respond to and eliminate systemic and individual racism. Effective mechanisms are in place to ensure outcomes are measured and objectives are accomplished.	Ministry documents Resource materials Surveys and questionnaires Superintendents Support staff Federation/union leadership Community groups Students Budgetary support Antiracism Committee Outside experts Community leaders	1996, 1999, ongoing. 1995-98	* Superintendents Antiracism Committee Support staff

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
2.3 Antiracism monitoring and ethnocultural equity principles and objectives shall be incorporated into annual plans and year end reports.	* Revise annual plans and year-end reports to include antiracism and ethnocultural equity objectives: • Director's Annual Report • Strategic Plan • School Action Plans • other (see 1.3)	Documentation of progress towards equity principles is in place. The staff accountable for reporting progress towards identified outcomes reports annually as required.	Antiracism Committee Employment Equity Coordinating Committee	1996-97	* Director Antiracism Committee Employment Equity Coordinating Committee Superintendents

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
2.4 Expected outcomes shall be identified for those responsible for Board and school implementation of this policy. These outcomes shall form part of the performance appraisal of all staff.	* Incorporate antiracism and ethnocultural equity outcomes into the performance appraisal of: • administrative staff • teaching staff • other staff * Provide inservice and training in regard to antiracism and performance appraisal. (See also 1.2) * Include these components in the selection process for positions of added responsibility. (See also 1.3)	New roles, expectations, and responsibilities related to this policy have been clarified. Staff are evaluated based on outcomes related to this policy. The P.A.R. selection process includes criteria related to knowledge and skills needed to implement the Antiracism and Ethnocultural Equity Policy and Plan.	Antiracism Committee Superintendents Principals Managers Teaching staff Federations Unions	1996-97  1996	* Superintendents Principals Managers

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
2.5 Board policies and program initiatives shall be consistent with the aims of antiracism and ethnocultural equity.	* Provide inservice and training for all staff. (See 1.2, 2.2) * Develop well publicized mechanisms for complaints/suggestions/conflict resolution. (See 1.3, 1.4) (See also 1.1)	Board policies and programs are consistent with antiracism and ethnocultural equity. Feedback mechanisms have been developed and are being utilized.	Antiracism Committee Superintendents Principals Managers Teaching staff Federations Unions	Ongoing from 1995 ↓	* Director Antiracism Committee Employment Equity Coordinating Committee Superintendents Principals

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3.0 Community Relations:

The Wentworth County Board of Education is committed to taking action to encourage active participation of racial and ethnic groups in the development and realization of equitable educational policies, practices and outcomes. Constructive, open dialogue and partnerships with parents and community groups shall be developed and maintained on an ongoing basis.

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
3.1 Communications shall be made in a culturally sensitive manner. The language understood by those in the community to whom its communications are directed may be utilized.	* Consult racial and ethnic community members using a variety of techniques: • newsletters and questionnaires written in plain and clear language, and at appropriate times, in the language of the group being addressed • interviews, focus groups or informal telephone conversations, in a language understood. (See also 1.1, 1.4)	Communication links between home, school, and racial/ethnic community groups have been established and are being used regularly.	Trustees Director Superintendents Racial and ethnic community members Staff E.S.L. teachers Interpreters	Ongoing from 1995	* Director * Superintendents * Principals * Antiracism Committee

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
3.2 First Nations and racial/ethnic community members within the jurisdiction of the Board shall be identified. The effectiveness of community consultation and partnership involvement shall be assessed.	* Use the Hamilton-Wentworth Regional Directory to identify First Nations, racial and ethnic groups. * Contact these groups through the Antiracism Committee to establish links for input and feedback. * Have schools survey their own communities to identify diversity within their school and community. * Evaluate the effectiveness of school-community partnerships through the following: • comparisons of levels of participation in activities and decision-making • surveys, questionnaires • suggestions for improvement (See 1.3)	A community profile exists and is used within the system. Representatives from the community have been invited to provide input at a system level and to form partnerships with local schools. Barriers to involvement are being identified and eliminated. Regular monitoring and evaluation strategies are used to assess involvement and the results are reported.	Hamilton-Wentworth Regional Directory Antiracism Committee Ethnocultural and racial group members Superintendents Principals Board Staff Parent/Community School Councils	Ongoing from 1995 1996 - ongoing	* Antiracism Committee * Superintendents * Principals * Diverse community members

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
3.3 Contributions from students, parents and community members shall be actively solicited in planning activities and programs for schools. At the school level, this shall include a consultation process around issues based on religion, race and ethnocultural concerns, especially those where discrimination may arise. Diverse community groups shall be requested to identify spokespersons.	* Invite ethnocultural and racial groups to participate in Board and school decision-making and activities. (See 1.4) * Celebrate and recognize the culture and history of ethnocultural and racial community members. * Promote site-based conflict resolution procedures/process reflective of antiracism and ethnocultural equity principles to be utilized around issues of racism and discrimination.	Diverse groups participate in Board and school activities. Spokespeople for various diverse groups have been identified. Schools celebrate diverse cultures through various activities such as the following: • PA announcements • special events/days • displays • calendars • assemblies/concerts/presentations • in-class instructional units/themes A directory of ethnocultural or racial group members willing to serve on conflict resolution teams has been established. Conflict resolution teams have been established (parent, community or student, ie. peer mediation levels). The community provides positive solutions to racial conflicts and becomes an integral part of any solutions derived from the consultation process.	Ethnocultural and racial group members Antiracism Committee Director Superintendents Principals Board staff Parent/Community School Councils Ontario Antiracism Secretariat Government documents and publications Related literature Inservice	Ongoing from 1995 → 1996 →	* Director * Antiracism Committee - Superintendents * Principals - Diverse community members

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
3.4 Community representatives from racial and ethnocultural backgrounds and organizations shall be involved in the development, implementation, monitoring, evaluation and review of the Board's Antiracism and Ethnocultural Equity Policy.	* Develop an ongoing communication strategy and monitoring procedure for regular consultation with diverse community members. (See also 1.1, 1.4) * Invite participation from ethnocultural members new to the school community. (See 3.3)	Members of diverse communities provide input and feedback related to the Board's policies and implementation plan. Effective communications and monitoring mechanisms have been established. Racial and ethnocultural groups new to the school community begin to participate in school activities.	Ethnocultural and racial group members/spokespeople Antiracism Committee Trustees Director Superintendent Principals Board staff	Ongoing from 1995 →	* Director Antiracism Committee Superintendents Trustees Principals

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4.0 Curriculum:
The Wentworth County Board of Education shall ensure that its curriculum, learning materials and school practices reflect antiracism, promote racial harmony and the appreciation of cultural diversity.

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
4.1 All elements in the process of curriculum review, development and implementation shall be consistent with antiracism and ethnocultural equity objectives.	* Include antiracism and ethnocultural objectives in curriculum review, development, and implementation: • training for writing teams • communication with and participation of community groups (See 1.1) • develop a guide for identifying systemic barriers (See 4.3)	The curriculum review, development and implementation process reflects practices consistent with Board policy.	Budgetary provisions Representatives from racial and ethnocultural groups and community organizations School board staff Students Parents	Ongoing from 1995 →	* Superintendent of Program Other superintendents Curriculum Council Principals Support staff Teachers Community representatives Parents Students Trustees

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
4.2 As curriculum is developed or modified, it shall reflect the realities of a culturally and racially diverse society. Learning experiences shall, in an equitable and appropriate way: • reflect the presence, influence and contributions of peoples of various races, creeds and cultural groups; • acknowledge the diversity of peoples of different races, creeds and cultures as part of Canada's identity; • ensure that the cultural and racial identities of students are affirmed; • enable students to develop responsible attitudes and positive behaviours towards peoples of diverse races, creeds and cultures.	* Curriculum Council to establish procedures and practice to ensure curriculum reflects cultural and racial equity. * Develop sample antiracism/multicultural units based on <u>The Common Curriculum</u>. * Provide inservice to assist teachers with strategies for developing an inclusive curriculum and affirming class atmosphere.	New and revised curriculum equitably reflects our culturally and racially diverse society. Units for Grades Two, Five and Eight have been developed, validated and implemented. Inservice has been provided to teachers. Learning experiences meet the needs of diverse community learners.	Government documents and personnel Board documents Program Services personnel/support staff Trainers Federations Print and AV materials Inservice	Ongoing from 1996 1995-96 Ongoing from 1996	* Curriculum Council * Superintendent of Program * Principals

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
4.3 Curriculum structures, policies, programs and learning materials shall be examined to identify and address bias and discriminatory barriers.	* School staff (in particular, teacher librarians) in conjunction with Educational Media Centre personnel and Program Services support staff examine learning materials in use to identify bias and devise appropriate follow-up strategies: • eliminate materials from use • provide alternate materials • provide strategies to develop students' critical thinking skills about racism	Bias and discriminatory barriers in curriculum materials and policies are identified and addressed.	Educational Media Centre personnel Program Services support staff School staff Teacher librarians Principals	Ongoing from 1996	* Superintendents Educational Media Centre personnel Program Services support staff Principals

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
4.4 Training for teachers shall be provided to help them identify biased materials and use them constructively to develop students' critical thinking skills about racism.	* Provide training inservice for teachers so they are able to identify bias in learning materials and use appropriate strategies to develop students' critical thinking skills about racism. (See 1.2, 4.3) * Provide specific workshops for teacher librarians offered by Educational Media Centre personnel. (See 4.3)	Teachers' abilities to identify biased material and use it critically in the classroom are enhanced. Students acquire critical thinking skills about racism.	Educational Media Centre personnel Program Services support staff School staff Teacher librarians	Ongoing from 1996 	* Superintendents Educational Media Centre personnel Program Services support staff Principals

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
4.5 All areas of curriculum development, implementation and evaluation shall reflect the diversity of staff, students, parents and community members. Curriculum committees charged with any of the tasks required to accomplish these objectives shall be as representative as possible of the diversity of staff, students, parents and the community.	* Invite staff, parents, students, and community members including representatives of culturally diverse groups to participate actively in curriculum committees at the system and school level. (See 3.1, 3.3)	Curriculum committees are as representative as possible of the diversity of staff, students, parents, and the community.	Racial and ethnocultural community groups School board staff Program Services support staff Students Parents	Ongoing from 1995	* Superintendents * Principals Antiracism Committee

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5.0 Student Languages:
The Wentworth County Board of Education shall provide all students with the opportunity to acquire competence in one of Canada's official languages. Students who have a first language other than English or French shall be encouraged to add to their linguistic repertoire and shall not be perceived as deficient in language.

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
5.1 Curriculum programs and activities shall promote respect and affirmation of students' first languages.	* Identify the first languages of students in the schools. * Provide strategies and activities to promote the use and sharing of the students' first languages. (See 1.2, 4.2) * Offer professional development for all teaching staff in understanding language acquisition.	First languages of the school population have been identified. All staff and students value the students' first languages. Teachers have an understanding of the integration of language and culture.	Budgetary provisions Community organizations and groups School and support staff (particularly E.S.L.) Conferences Inservice sessions Government documents, literature, and personnel	Ongoing from 1995 →	* Superintendents * Principals - Support staff - Teachers - Trustees

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
5.2 All students shall have the opportunity to achieve an appropriate level of literacy in at least one official language.	* Use currently available instruments to determine the level of literacy on a regular basis. * Provide programs and staff to assist with the language development of students.	Teachers use assessment results to assist students to attain the expected levels of literacy. Students achieve expected levels of literacy in one official language.	Standardized tests MOET Grade Three, Six, Nine, and Eleven tests E.S.L. assessment materials Support staff Teaching staff E.S.L. teachers	Ongoing from 1995 →	* Superintendents * Principals - Support staff - Teachers - Trustees

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
5.3 Appropriate support programs shall be provided to encourage and promote language learning.	* Provide inservice and resources for teachers to meet the language needs of students requiring additional language support. (See 1.2, 5.1, 5.2) * Identify students needing additional language support beyond the regular classroom and provide this support through E.S.L. staff (in-school withdrawal, congregated class, E.S.L./D. credits)	Teachers and students access Program Services and resource personnel to support language development. E.S.L. staff provide support to identified students.	Support staff (in particular, E.S.L. personnel) Resource teachers Regular class teachers Volunteers	Ongoing from 1995 →	* Principals - Teachers - Program Services support staff * E.S.L. teachers

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6.0 Student Assessment, Placement and Programming:

The Wentworth County Board of Education shall endeavour to provide bias-free assessment, placement and programming for students of all races, creeds and ethnocultural backgrounds to meet their educational needs and to maximize their learning potential.

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
6.1 Appropriate assessment, placement and programming practices shall be as free as possible from racial and cultural bias in order to accurately evaluate the skills in question.	* Special education program personnel in consultation with E.S.L. staff and other available resource persons review assessment, placement and programming practices to ensure that instruments and practices are as bias-free as possible. * Inservice all personnel in appropriate use/procedures. (See 1.2, 4.4, 5.3)	Students have access to appropriate assessment, placement and programming. Inservice has been provided.	Budgetary provisions Community organizations and groups School and support staff Interpreters Government documents Special Education Advisory Committee (S.E.A.C.) Students Parents Psychologists E.S.L. staff	Ongoing from 1995 →	* Superintendents Program Services support staff E.S.L. staff * Principals Teachers Trustees Antiracism Committee

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
6.2 Students and parents/guardians shall be informed of the procedures and involved in the process of registration, assessment and placement decisions.	* Review the process of registration and develop guidelines to make the process for both school entry (kindergarten) and new student entry more welcoming and supportive. (See 3.1) * Involve students, parents, and appropriate community representatives (eg. interpreters) in registration, assessment, and placement decisions to ensure understanding.	The process of registration has been reviewed and improved. Students and parents understand and participate in registration, assessment, and placement decisions.	Budgetary provisions Community organizations and groups School and support staff Interpreters Government documents Special Education Advisory Committee (S.E.A.C.) Students Parents Psychologists E.S.L. staff	Ongoing from 1995 →	* Superintendents - Program Services support staff - E.S.L. staff * Principals - Teachers - Trustees - Antiracism Committee

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
6.3 Placement decisions shall remain subject to reexamination in order to ensure that a student's educational and career opportunities are not limited.	* Schools regularly review placement decisions: • teacher request • parent/student request • as part of the regular reporting process (eg. promotion meeting, report cards, interviews) * Develop a tracking system to monitor student progress.	Placement decisions are reviewed. Students have equitable access to available program options. A tracking system monitors student progress.	Budgetary provisions Community organizations and groups School and support staff Interpreters Government documents Special Education Advisory Committee (S.E.A.C.) Students Parents Psychologists E.S.L. staff Monitoring and tracking mechanisms	Ongoing from 1995 Ongoing from 1996 →	* Superintendents - Program Services support staff - E.S.L. staff * Principals - Teachers - Trustees - Antiracism Committee

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7.0 Counselling and Guidance:

The Wentworth County Board of Education shall provide counselling and guidance services which reflect the principles of antiracism and ethnocultural equity. This includes services provided by guidance counsellors, social workers, speech/language pathologists and consultants/coordinators.

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
7.1 Educational and career-planning programs shall be free of racial and ethnocultural stereotyping.	* Access community and resource support to acquire and recommend bias-free materials. * Solicit suggestions and invite presentations from members of culturally diverse community groups and organizations. * Provide inservice for staff: • secondary • elementary (See 1.2, 4.4)	Students have access to bias-free educational and career planning programs and materials. Educational and career planning materials and programs are free of racial and ethnocultural stereotyping. Materials and programs represent the views of a diverse society. Guidance personnel and other appropriate school staff can identify and address bias in educational and career planning programs and materials.	Budgetary provisions Community groups and organizations Parents Students Teaching staff Guidance and counselling staff Social workers Government documents, pamphlets, and personnel Updated related literature Program Services support staff	Ongoing from 1995 →	* Superintendents * Principals - Guidance and counselling personnel - Social workers - Teaching staff - Parents - Students - Trustees

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
7.2 Students shall be assisted with the identification of career options and appropriate academic paths.	* Present a wide range of bias-free educational and career information: • to all students through such activities as school-wide presentations, Career Days, individual career and educational counselling, conferences and classroom instruction. • to parents through such activities as invitations to attend inservice sessions, interviews and individual counselling. (See 1.4, 3.1, 4.5) (See also 6.1, 6.2 and 6.3)	Students have a wide range of educational and career options from which to choose. Parents are more informed re: educational and career planning.	Budgetary provisions Community groups and organizations Parents Students Teaching staff Guidance and counselling staff Social workers Government documents, pamphlets, and personnel Updated related literature Program Services support staff Translation services	Ongoing from 1995 →	* Superintendents * Principals - Guidance and counselling personnel - Social workers - Teaching staff - Parents - Students - Trustees

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
7.3 Partnerships shall be created and maintained amongst schools, home, community, business and industry. These partnerships shall be utilized in program review and development.	* Involve parents, students, community groups and organizations, and the business community in the review and development of counselling and guidance programs at the system and school level if appropriate: • educational/career planning • social skills programs • work experience, job shadowing and cooperative education (See 1.4, 3.3, 3.4)	Partners have been identified and involved in the review and development of programs.	Budgetary provisions Community groups and organizations Parents Students Teaching staff Guidance and counselling staff Social workers Government documents, pamphlets, and personnel Updated related literature Program Services support staff Translation services	Ongoing from 1995 	* Superintendents * Principals Guidance and counselling personnel Social workers Teaching staff Parents Students Trustees Representatives of diverse community groups

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
7.4 Appropriate communication strategies shall be in place to keep parents/guardians and students informed of the students' current educational achievement, progress and plans for the future.	* Access interpreters as required. * Involve parents and students in educational planning and career orientation. (See 7.2, 6.2, 6.3) * Provide frequent reporting to parents. * Develop procedures to supplement standard reporting mechanisms. (See also 3.1)	Parents and students have an understanding of educational planning and career options. Students have their own individual educational and career plans which are monitored regularly. Supplementary reporting procedures have been developed to meet student and parent needs.	Budgetary provisions Community groups and organizations Parents Students Teaching staff Guidance and counselling staff Social workers Government documents, pamphlets, and personnel Updated related literature Program Services support staff Translation services	Ongoing from 1995 ↓ Ongoing from 1996	* Superintendents * Principals - Guidance and counselling personnel - Social workers - Teaching staff - Parents - Students - Trustees - Representatives of diverse community groups

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
7.5 Education, training and support shall be provided for counsellors in order that they may determine and serve the counselling and guidance needs of a diverse student population.	* Assess and determine student needs identified by staff, parents, students and the community through surveys, questionnaires, interviews and focal groups. (See 3.1) * Provide appropriate training and inservice to guidance and counselling personnel. (See 1.2, 2.2, 4.2, 4.4, 6.1 and 7.1)	The needs of a diverse population for guidance and counselling have been assessed. Staff are trained to meet the needs of a diverse population.	Budgetary provisions Community groups and organizations Trainers Inservice sessions Guidance and counselling staff Social workers Program Services support staff Resource materials (print, AV) Teachers	Ongoing from 1996 	* Superintendents * Principals - Antiracism Committee - Guidance and counselling personnel - Social workers - Teaching staff - Parents - Students - Trustees - Representatives of diverse community groups

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
7.6 Guidance and counselling services shall be assessed to determine if they meet students' needs.	* Consult with parents, students and diverse community groups. (See 3.1, 7.5) * Monitor student and parent satisfaction with guidance and counselling services informally and through formal response mechanisms. * Staff self-evaluate the provision of guidance and counselling services regularly and develop improvement plans.	Guidance and counselling personnel are familiar with current students' needs. Appropriate guidance and counselling services are being provided.	Antiracism Committee Community groups and organizations Parents Students Teaching staff Guidance and counselling staff Social workers Surveys, questionnaires, interviews	Ongoing from 1995 	* Superintendents * Principals - Guidance and Counselling Staff - Social Work Department - Antiracism Committee - Representatives of diverse community groups

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8.0 Racial and Ethnocultural Harassment:

The Wentworth County Board of Education in adherence to the Ontario Human Rights Code shall ensure that every individual in and having involvement with the school system has the right to freedom from all forms of racial and ethnocultural harassment.

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
8.1 Effective procedures in accordance with Policy 9.13 Harassment shall be in place for reporting, responding to and resolving incidents of racial and ethnocultural harassment. Policy 9.13 ensures that every individual has the right to lodge a complaint of harassment without fear of reprisal or threat of reprisal, and that every complaint shall be investigated in a rigorous but unbiased and confidential manner in order to protect the rights of all individuals.	* Convene a representative group to review current Policy 9.13 and write guidelines for reporting, responding to and resolving incidents of racial and ethnocultural harassment. (See 1.1 and 3.3)	Policy 9.13 is revised. A process to address racial and ethnocultural harassment is in place.	Budgetary provisions Community representatives and organizations Employment Equity Coordinating Committee	1995-96	* Director Superintendents * Employment Equity Coordinating Committee Antiracism Committee

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
8.2 Staff shall be provided with the training to respond effectively to alleged incidents of harassment.	* Provide inservice to all staff and conflict resolution team members to assist them in the following: • recognizing and responding effectively to incidents of racial and ethnocultural harassment • providing ongoing support for the victims of alleged harassment • providing inservice and/or counselling as appropriate for perpetrators. (See 1.2, 3.3) * Provide in-depth training for appropriate staff (those named in policy as responsible for formal investigation and resolution of harassment issues). (See 2.1)	Staff are able to identify and respond to all forms of harassment. Victims receive support. Perpetrators receive counselling as appropriate.	Budgetary provisions Government and Ministry documents and publications AV materials Trainers Community representatives	January 1996 - ongoing	* Superintendents Program Services personnel Antiracism Committee Employment Equity Coordinating Committee

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
8.3 An effective monitoring system shall be established to track all reports of harassment, the responses and the resolutions to these reports.	* Convene a representative committee to review policy and develop a monitoring/reporting process. (See 1.1, 1.3, 2.3 and 8.1)	Incidents are documented and reported in accordance with policy.	Forms Budgetary provisions	1995-96	* Superintendents Employment Equity Coordinating Committee Antiracism Committee

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
8.4 These policies and procedures shall be communicated to all staff and students and made available to parents/guardians and individuals in and having involvement with the school system.	* Inservice all staff and students. (See 1.2, 2.1, 1.4) * Develop a communications strategy to make parents and the community aware of this policy and its procedures: • making the written policy available • creating publications, pamphlets, etc. (including translations as feasible) to explain the policy in simple terms • notices in school newsletters • inservice sessions for parents and community groups (See 1.1, 1.4, 3.1) * Create an Equity/Race Relations Contact at each site (school or Board building). Record and publish statistics. (See 1.3)	Staff, students and community members are inserviced and have access to this policy and its provisions. The community is aware of the Board's policies on racial and ethnocultural harassment. Statistics (tracking progress towards anti-racism and ethnocultural equity objectives) are reported.	Budgetary provisions Trainers Program Services support staff Government and Ministry materials Materials from other Boards	January 1996 - ongoing	* Superintendents Federation representatives Principals Managers Antiracism Committee Employment Equity Coordinating Committee

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9.0 Employment Practices:
The Wentworth County Board of Education shall ensure fair and equitable treatment of all racial and ethnocultural groups through employment practices that do not discriminate directly, indirectly or systemically.

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
9.1 All vacancies to be filled by internal recruitment shall be advertised widely within the organization and in accordance with collective agreement provisions.	* Post vacancies widely in accordance with the Collective Agreement.	Vacancies are advertised widely.	Present practice Budgetary provisions	Present practice	* Superintendents * Principals * Managers

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
9.2 All vacancies to be filled by external recruitment shall be advertised externally through appropriate media and outreach to designated groups.	* Advertise vacancies to be filled by external recruitment through the appropriate media.	Vacancies are advertised externally to First Nations, racial and ethnocultural communities. Special efforts have been made to ensure that all groups are aware of employment opportunities.	Budgetary provisions Training on effective external recruitment	1995 - ongoing	* Superintendents Principals Managers Manager of Personnel Services

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
9.3 Recruitment, interview, selection, training and promotion practices and procedures shall be bias-free and inclusive.	* Convene a representative committee in conjunction with the Employment Equity Coordinating Committee to review and revise the current practices and procedures where appropriate. (See 1.1, 3.3)	All groups will achieve full participation in bias-free employment practices. Employment practices have been reviewed and revised in accordance with antiracism and ethnocultural equity objectives.	Diverse community groups Focus groups Antiracism Committee Employment Equity Coordinating Committee	1995-2000	* Superintendents Manager of Personnel Services Federations Unions Employment Equity Coordinating Committee Antiracism Committee

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
9.4 Interview teams for board positions shall reflect, as much as possible, the diversity within the community.	* Review Board Policy 10.3.09. (See 1.1) * Invite representation from diverse community groups on interview teams. (See 3.3) * Provide inservice for interview teams.	Board Policy 10.3.09 revised. Interview teams reflect as much as possible the diversity in the school system and the community. Inservice is provided for interview teams.	Budgetary provisions Trainers Community representatives	Spring 1996	* Superintendents - Joint Advisory Committee - Manager of Personnel Services - Employment Equity - Coordinating Committee - Antiracism Committee - Principals - Managers - Trustees

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10.0 Staff Development:

The Wentworth County Board of Education shall provide the resources and training, facilitated by experienced and knowledgeable personnel, to assist all trustees and school board staff to acquire the knowledge, skills, attitudes and behaviours to identify and eliminate racial and ethnic discrimination.

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
10.1 Staff development needs shall be identified to ensure that those responsible for implementing the Antiracism and Ethnocultural Equity Policy have or develop the knowledge, skills and behaviours to carry out the mandate.	* Conduct a needs assessment to determine training requirements.	A needs assessment is conducted regularly to identify specific areas in which training is required for trustees and all staff.	Antiracism Committee Principals Program Services support staff Superintendents Teaching staff Federations/Unions Employment Equity Coordinating Committee Trainers Diverse community groups Budgetary provisions	Ongoing from 1995-96	* Superintendents Antiracism Committee Employment Equity Coordinating Committee Principals Managers Federations Unions

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
10.2 Staff development programs based on the identified needs shall be implemented to enable trustees and staff to understand the manifestations of racism and to deal effectively with issues of racism and incidents of racial and ethnocultural harassment.	* Train a group of inservice facilitators and provide inservice opportunities as in Section 2.2 for: • trustees • administrative staff • teaching and other staff (See also 1.2, 2.1) * Involve diverse community representatives in the planning and presentation of inservice sessions. * Evaluate the growth in knowledge, attitudes and behaviours in support of antiracism policies through effective mechanisms. (See 1.3) * Incorporate antiracism and ethnocultural equity outcomes into the performance appraisal of all staff. (See 1.3, 2.4)	Staff development/in-service programs on antiracism and ethnocultural equity issues are in place for trustees and all staff. Members of diverse community groups participate in the planning and presentation of inservice. Effective mechanisms for evaluating progress are in place. Performance appraisals include criteria to assess effectiveness in implementation of this policy.	Antiracism Committee Principals Program Services support staff Superintendents Teaching staff Federations/Unions Employment Equity Coordinating Committee Trainers Diverse community groups Budgetary provisions	Ongoing from 1995 → Ongoing from 1996 →	* Superintendents Antiracism Committee Employment Equity Coordinating Committee Principals Managers Federations Unions Trustees

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
10.3 All personnel in positions of added responsibility, including those seeking promotion to these positions, shall be expected to acquire professional development in the areas of ethnocultural equity and antiracism, and to demonstrate leadership in implementing this policy.	* Incorporate antiracism and ethnocultural equity outcomes into the performance appraisal of all staff (see 1.3, 2.1, 2.4) * Include these components in the selection process for P.A.R. positions. (see 2.1, 2.4)	Performance appraisals include criteria to assess effectiveness in the implementation of this policy. The selection process for P.A.R. includes an assessment of the candidates' demonstrated leadership and commitment to antiracism and ethnocultural equity.	Antiracism Committee Principals Program Services support staff Superintendents Teaching staff Federations/Unions Employment Equity Coordinating Committee Trainers Diverse community groups Budgetary provisions Leadership training Inservice	Ongoing from 1996 	* Superintendents Antiracism Committee Employment Equity Coordinating Committee Trustees Principals Managers Federations Unions

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Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
10.4 Trustees and staff shall be provided with the skills to identify and deal with bias in learning materials and to select anti-racist, multi-racial material.	* Provide appropriate inservice opportunities for teaching staff (particularly teacher librarians and program support staff). (See 4.3 and 4.4) * Evaluate the growth in knowledge and skills supportive of antiracism and ethnocultural equity through effective mechanisms. (See 1.3, 2.1)	The staff development programs provided assist school staff to: • identify and respond to overt and systemic racism in the school system • learn about diverse cultural norms and behaviours • be aware of and respond to issues related to cultural adaptation • identify and address racial and ethnocultural bias in materials and programs Growth towards antiracism and ethnocultural equity outcomes is demonstrated through the use of monitoring mechanisms and reporting procedures.	Educational Media Centre Trainers Principals Program Services support staff Government and Ministry materials Representatives of diverse community groups Race relations committees	Ongoing from 1996 →	* Superintendents Antiracism Committee Employment Equity Coordinating Committee Trustees Principals Managers Federations Unions

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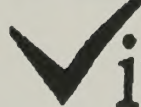
Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
10.5 Racial and ethnocultural communities shall be involved on an ongoing basis in the development and implementation of in-service and staff development programs.	* Extend an invitation to racial and ethnocultural communities to become involved in the planning and development of in-service and staff development programs. (See 3.1, 4.5, 8.2, 8.4)	Community groups are involved in the development and implementation of staff development programs.	Trainers Principals Program Services support staff Government and Ministry materials Representatives of diverse community groups Race relations committees	Ongoing from 1995	* Superintendents Antiracism Committee Employment Equity Coordinating Committee Trustees Principals Managers Federations Unions

Core Objective	Plan of Action	Expected Outcomes	Resources	Timelines	Responsibility
10.6 Board staff and trustees shall be made aware that they are expected to take advantage of opportunities to broaden and enhance their expertise in antiracism and ethnocultural education.	* Provide mandatory in-service for all staff and trustees. (See 1.2, 2.1, 2.2) * Incorporate antiracism and ethnocultural equity outcomes into the performance appraisal of all staff (See 1.3, 2.1, 2.4) * Include these components in the selection process for P.A.R. positions. (See 1.3, 2.1, 2.4)	Programs on antiracism and ethnocultural equity are in place for all board staff and trustees. Staff takes advantage of opportunities to broaden and enhance their expertise in antiracism and ethnocultural equity.	Trainers Inservice Principals Program Services support staff Government and Ministry materials Representatives of diverse community groups Race relations committees	Ongoing from 1995 1996 1996	* Superintendents Antiracism Committee Employment Equity Coordinating Committee * Trustees Principals Managers Federations Unions Teaching staff

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Safety... it's  ital. Item
It's our Commitment to 5(e)

TELEFAX COVER SHEET

DATE: Feb 27/95

TIME: 10:05 am

TRANSMIT TO: <u>Crystabelle</u> <u>Fader.</u> FAX #: <u>546-2095</u>	TRANSMITTED FROM: <u>Rosita Brennan</u>
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☐ RUSH/URGENT

☒ PER OUR PHONE CONVERSATION

☐ PER YOUR REQUEST

☐ PLEASE REVIEW AND ADVISE

☐ FOR YOUR INFORMATION

☐ REPLY REQUESTED

MESSAGE: Please submit this revised proposal
to the Mayors Committee Against Racism
at today's meeting.

Any questions please contact
Rosita Hall, Chair on 577-1173.

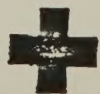
- Co-ordinator - July - Re-Examination - (Call) 1-800-111-1111

We are transmitting 7 pages, including cover sheet. If you do not receive all pages,
please call 522-6885 at HAMILTON, Ext. _____ as soon as possible.



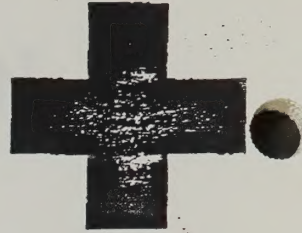
THE CANADIAN RED CROSS SOCIETY

400 KING STREET EAST
HAMILTON, ONTARIO
L8N 1C3



The Canadian
Red Cross Society

The Canadian Red Cross Society
La Société canadienne de la Croix-Rouge
400 King Street East
Hamilton, Ontario
Canada L8N 1C3
Telephone (905) 522-8485
Fax (905) 522-2826
Hamilton Branch



February 22, 1995

Mayor's Committee Against
Racism & Discrimination
City Clerk's Department
City Hall
71 Main St. W.,
HAMILTON, Ontario
L8N 3T4

Attn: Crystabelle Fobler

Fax No. (905) 546-2095

Dear Crystalbelle:

On behalf of the Chair of our Conference Planning Group, Rosita Hall, I am enclosing a revised request of \$2000 for financial support of the Train the Trainers Institute Conference on Anti-Racist Organizational Change. We had submitted an earlier proposal on January 9, 1995 with a slightly higher request of \$2300.

Along with financial sponsorship from several Train the Trainers Institute members and revenue from registration fees, we are hoping that the Mayor's Committee Against Racism and Discrimination would be able to support our event. We have had a successful first day of our conference on January 30 and are preparing for our second on April 4.

Thank you for forwarding this proposal for the Committee's meeting on February 27, 1995. For further information, please contact the Conference Planning Group Chair, Rosita Hall at Second Stage Housing, (905) 577-1173 or me, Jessica Brennan, at The Canadian Red Cross Society, (905) 522-6885 Ext. 233.

Yours sincerely,

A handwritten signature in cursive script that reads "Jessica M. Brennan".

Jessica M. Brennan
Manager, International & Community Services

Encs.



PROPOSAL TO:

MAYOR'S COMMITTEE AGAINST RACISM & DISCRIMINATION

**DATE: DECEMBER 19, 1994
REVISED FEBRUARY 22, 1995**

**FROM: TRAIN THE TRAINER INSTITUTE
CONFERENCE PLANNING
GROUP**

**CHAIR, ROSITA HALL
TERRI-LEE SEELEY
JESSICA BRENNAN**

**Rosita Hall
Executive Director
Second Stage Housing
135 Rebecca Street
HAMILTON, Ontario
L8R 1B9
(905) 577-1173**

Introduction:

The United Way of Burlington Hamilton-Wentworth facilitated a Change Agents Training Program for anti-racist organizational change. The Institute began in September, 1994 and continues to May 1995. Over twenty United Way member agencies, government employees and community participants have had the opportunity to benefit from this vital training program.

During the training, a cluster group consisting of all members was established to ensure consistent application of the skills and principles within each of our organizations. The cluster group will continue well after the initial institute is completed, providing support and encouragement to all organizations in working towards anti-racist organizational change.

To assist our organizations in promoting the benefits of full inclusion, a two-day training has been designed: the first day was January 30, 1995 and the second will be April 4, 1995. This conference will enable participants to enhance their understanding of racism and other forms of oppression and provide a framework for challenging racism within our organizations.

The first day of our Conference on Monday, January 30, 1995 went well. In the morning, we worked in small groups, facilitated by members of the training institute, on developing our understanding of racism and oppression through the examination of our language and the construction of definitions. In the afternoon, we watched the film "A Class Divided" which highlights an experiential experiment on discrimination and debriefed in our small groups about how we felt about the issues the film raised. In addition, the day began with a guest speaker, Sally Gaikezheyongai, reviewing the transformational process, its elements and dynamics, as we began our anti-racism training. Denise Brooks ended our day emphasizing why the anti-racism work we were embarking on was important and urgent.

Target Groups:

Participants invited to the workshop are members of the organizations who have been involved in the training to date. Each organization was invited to send 2-3 representatives (Board Members, Volunteers and/or Staff). These organizations include:

CANADIAN RED CROSS SOCIETY, HAMILTON BRANCH
CATHOLIC FAMILY SERVICES OF HAMILTON-WENTWORTH
COHR FAMILY SERVICES
DEPARTMENT OF CANADIAN HERITAGE
FAMILY SERVICES OF HAMILTON-WENTWORTH INC
GUIDES CANADA-HAMILTON
HAMILTON-WENTWORTH REGIONAL POLICE
JOHN HOWARD SOCIETY
REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH
SECOND STAGE HOUSING
SETTLEMENT & INTEGRATION SERVICES ORGANIZATION
SEXUAL ASSAULT CENTRE HAMILTON AREA
ST. JOSEPH'S VILLA

Location:

The Self Help Centre on West Avenue has allowed the use of their space free of charge.

Sponsorship:

Costs have been kept to a minimum. Registration fees were set at \$30.00 per person for the two days, in order to allow full accessibility to this training.

Other sponsors to date include:

The Canadian Red Cross Society

United Way of Burlington Hamilton-Wentworth

John Howard Society

Hamilton-Wentworth Regional Police

Family Services of Hamilton-Wentworth

Other organizations unable to financially contribute have provided staff time for the organization and facilitation of the two-day event.

Revised Budget:

Guest Speakers -	Day One -	opening	\$ 250.00
		closing	\$ 250.00
	Day Two -	opening	\$ 250.00
		closing	\$ 250.00
Facilitation - 2nd day			\$1500.00
Organizational Assistance			\$1500.00
Printing of Brochure			\$ 100.00
Printing of learning materials at .10c per page			\$ 400.00

TOTAL	\$4500.00
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Registrations (minimum 30)	\$ 900.00
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\$3600.00

Confirmed sponsorship	\$1600.00
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\$2000.00

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Request:

Given that the organizations span all services across the City of Hamilton, we believe that this event provides the Mayor's Committee Against Racism & Discrimination an opportunity to:

- * mobilize the Hamilton-Wentworth community in promoting the benefits of full inclusion
- * to impact several community service organizations effectively and efficiently
- * to provide initiative and leadership in the Hamilton community in anti-racism and discrimination work at a local level

Therefore, we respectfully request that the Mayor's Committee sponsor our initiative by funding \$2000 to support this event. This funding will assist us in beginning the process of sharing our learning throughout our organizations.

FOR MORE INFORMATION CONTACT:

ROSITA HALL
SECOND STAGE HOUSING
(905) 577-1173

Revised 8/2/81

Page 1

The purpose of this document is to provide information regarding the current status of the project. The information is being provided to the project team and the project sponsor.

The project is currently in the planning phase. The project team is working on the project plan and the project schedule.

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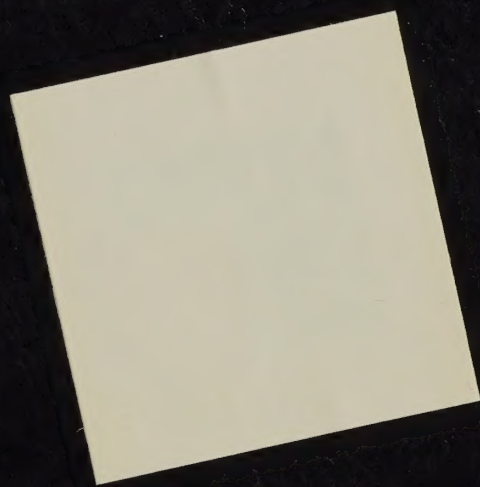
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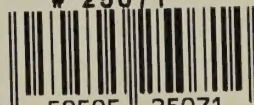
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The project team is working on the project plan and the project schedule.



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